

**CORPORAL PUNISHMENT IN ZANZIBAR PRIMARY SCHOOLS:
A CASE OF KISIWANDUI PRIMARY SCHOOL, ZANZIBAR**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certified that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “*Corporal Punishment in Zanzibar Primary Schools. A Case of Kisiwandui Primary School, Zanzibar*” in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Ali Chai Ali**, do hereby declare this dissertation submitted for the Master of Education in Administration, Planning and Policy Study at the Open University of Tanzania is my own original work and has not been submitted to any other institution or University for academic award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved wife (Talhia Shamsi Ameir) and my lovely daughter (Nasra Ali Chai) who encouraged and supported me during the entire period of my study.

ACKNOWLEDGEMENT

Many individuals have assisted me in one way or another in accomplishing this work. I sincerely thank them all for their assistance and support. The space does not allow me to mention all of them; however I will mention a few of them.

Firstly, I wish to express my special thanks to my academic supervisor Dr Grace Kissasi of The Open University of Tanzania, for her quick and effective academic supervision and moral support. I felt more-less like a son than a supervisee for her intellectual guidance and support to me during the study.

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The aforementioned people have contributed positively to this work. However, any errors that may be found in this work are entirely mine and none of the above individuals stand to share any responsibility.

ABSTRACT

The main focus of this dissertation was to investigate types of CP exercised in primary schools, their effects and alternative methods to be used. The study used 105 respondents who included students, parents, teachers and Ministry of Education officials. Data was collected through interview schedules, questionnaires and documentary reviews. Data collected were subjected to calculation of frequencies and percentages and also to content analysis. The findings of the study indicated that different types of CP were used in schools. Such punishments were like canning, hand up, foot whipping, spanking, belting, touching and pulling the ears, working in the school garden and cleaning the school compound. The findings showed that fear, damage of body parts, unhappiness, development of destructive behaviors, and breaking of teacher-child relationship were the negative effects of CP. Positive effects such as changing behaviors, hardworking, development of good morals and proper utilization of time were also revealed. The findings also revealed alternatives to CP. These were guidance and counseling, involve parents in school activities, create conducive learning environment, provision of extra-curricular activities, train teachers in alternative methods and set clear and consistent rules. On the basis of the findings and conclusions, it is recommended that workshops and meeting be organized to capacitate teachers on alternative methods and management of discipline. It was also recommended that CP to be administered by specific disciplined and trained teachers. With regard to further research, it was recommended among other things that a study be conducted to find out how students reactions toward CP affects students performance.

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LIST OF ABBREVIATIONS

ANPPCAN	African Network for the Prevention against Child Abuse and Neglect
CP	Corporal Punishment
MoEVT	Ministry of Education and Vocational Training
NGO	Non-Government Organizations
UN	United Nations
USA	United States of America
UNCRC	United Nations Convention on the Rights of the Child

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study aimed at investigating the effects of corporal punishment in Zanzibar primary schools. This chapter introduces the back ground to the problem, statement of the problem, objectives, research questions as well as the significance of the study. Also; in this chapter the scope of the study and the limitations that faced the researcher were discussed.

1.2 Background to the Study

Zanzibar is formed by two islands. These islands are Unguja and Pemba where Unguja Island is bigger than Pemba Island. Zanzibar Islands are surrounded by the Indian Ocean in all parts.

For a long period of time, most of Zanzibar school teachers especially primary school teachers prefer the use of corporal punishment as major means of maintaining discipline as well as improving the living process of a particular school. This is because it is believed that primary students are difficult to treat without using corporal punishment. For the time being the use of corporal punishment seems to be primitive and a destroyable punishment to most of students because of its many effects like physical body damage of legs, arms and ribs rather than maintaining discipline. This is why pupils, educationists, institutions and stakeholders tend to doughty on the use of corporal punishment among primary schools in Zanzibar (Zanecri, 2000).

Studies have shown that corporal punishment is considered as one of the most persistent form of violence against children in the world over (Gershoff, 2002). Its continued use is often justified by traditional and religious convictions touting its corrective value in disregard of a growing evidence of its harmful effects on children. Perpetrators use various forms of practice including beating or hitting the child by hand or an object, forcing a child to perform physical painful or damaging acts like holding a weight, deliberated neglect of a child's physical need as punishment, application of external substances on the child's body such as burning or freezing materials, confinement including being shut in confined space and threats of physical punishment. These have in most cases lead to significant physical injury. From a human rights' perspective, corporal punishment is a direct assault on the child's body and a violation of their human rights (Mweru, 2010).

For many years, physical injury dominated discussion on ill effects of corporal punishment. With the increasing role of social science, new thinking has emerged on the devastating effects of corporal punishment on social, emotional and occupational functioning of children. Children may lose self-esteem, live in perpetual fear and drop out of school or run away from both home and friends as a result of humiliating degrading punishment. Corporal punishment (CP) is humiliating and degrading in the sense that it involves verbal assault, threats and ridicule hence intended to reduce a child's confidence, self esteem or dignity (Maker, 2005). Physical and humiliating punishment is generally practiced in the homes by parents, at school by teachers and student leaders and also within most alternative care setting by care givers. In the penal system it is used either as a sentence for crime or a disciplinary measure.

While an increasing number of nation states in the world have totally banned CP in all settings, many have only done so in some settings. Within the Eastern Africa region, only South Sudan has banned CP in all settings. Ethiopia, Rwanda, Sudan, Tanzania and Uganda are yet to achieve a total ban in all settings despite of many policies established in the region. For example in Zanzibar the programme of Zanzibar National Association for the Children and Save the Children (ZANECRI,2009) is implemented among schools and uses a training manual on alternative forms of discipline and promoting prohibition in schools. The manual is used to train and sensitize teachers and parents on the child's rights and alternative forms of discipline and also to monitor student's behavior (Literature Review on the prohibition and Elimination of physical/corporal punishment in the Eastern Africa Region, 2012).

Despite the fact that, it is necessary for every teacher to maintain discipline to learners. High number of primary school teachers in Zanzibar faced with great challenges concerning the use of CP. Some of challenges are which kind of CP is best for promoting discipline to primary pupils, teachers are not well trained on how to punish pupils and much uses of CP which results into harmful effects to the learners.

The ongoing challenge in Zanzibar is to ensure compliance with the laws prohibiting CP in all settings especially at school without over- emphasis on criminalization, which could impact on family or teacher student relations. Balancing between enforcing compliance with the law and non-criminalization of care givers require policies which take into account the socio- economical and political factors that

characterize the practice and inform interventions or programmers that address the scourge of CP. In effect, any legislation banning or responding to the practice of CP must be informed by a bigger or broader understanding of the factors in the society (ZANECRI, 2009).

Generally, the study of CP gives us the picture on how different countries have taken various steps in fighting against it, yet few countries around the world like Sweden has completely banned it. Its prevalence and the way it is exercised differs from one region to another hence resulted into many effects to the offenders subjected to this punishment and make it difficult to have proper and common alternatives among the countries around the world.

1.3 Statement of the Problem

The use of CP is a common issue at many primary schools in Zanzibar either at public or private schools. Many teachers from primary schools in Zanzibar complained that, students do not do the home work they are given by their teachers in the class, students do not have good discipline of showing good morals and ethics to others and students without being punished loose the performance in the class by dropping in the school test and national examinations.

According to UNESCO/UNICEF (2007), the use of corporal punishment causes many effects to students by destroying the body parts like arms and tearing of school uniform like T-shirts of students. So, the researcher is trying to look in detail whether

the CP motivate students to have good discipline and performance in their studies or the use of CP encourages poor discipline.

Estimating the prevalence of CP in Zanzibar remains a challenge as no adequate and conclusive research has been carried out. Ethiopia in 2006 showed a prevalence of 84% but 2010 was 68% prevalence. In Kenya the prevalence in 2006 was 99% but in 2012 was 61% for girls and 62% for boys. Uganda registered 98.3% prevalence in 2005, 94.2% in 2006 for girls and 85.8% for boys. In 2010 the prevalence of CP stood at 81 % for girls and 87% for boys. Also in Tanzania including Zanzibar the prevalence is at 72 % (ANPPCAN, 2012).

The use of CP in Zanzibar is a problem since it has resulted into many complaints from the students and parents about how it is used by teachers. Also, the use of CP seemed to affect the student psychologically hence can result into poor performance and behavior to students in the class and outside the class.

According to a study conducted by German researchers in Tanzania, it was concluded that regardless of the culture, a child lives in CP may develop lasting psychological harm. Nearly one-quarter of the kids had experienced punishment so severe that they were injured.(Sunday news,19 January, 2014). In Zanzibar, the use of CP and the total ban of it is a problem because the confusion often arises from the fact that most of the times punishment is used to ensure that instructions are carried out or code of conduct is obeyed. Punishment comes from the verb punish which is traced to the Latin word for penalty or great loss. It is this idea of penalty and loss

that is repulsive when considered alongside discipline. This is a question of conceptualization which needs to be researched by knowing the effects of CP as penalty to students in Zanzibar primary school.

It is therefore important to safeguard teachers understanding that to refrain from using CP does not mean to surrender to exercise discipline. Discipline is necessary, not only for the safety and well being of the child but also for his or her social, emotional and cognitive development. Children misbehave and teachers need to use a method that will be not only efficient but will also respect the rights of the individual. Therefore this research aimed to examine the effects of corporal punishment and identify the alternative methods for promoting discipline and learning in Zanzibar primary schools.

1.3 Research Objectives

1.3.1 General and Specific Objectives

The general objective of this study was to explore the effects of corporal punishment in primary schools.

1.3.2 Specific Objectives

Specifically the study sought to:

- (i) Investigate types of corporal punishment used in primary schools.
- (ii) Examine the effects of corporal punishment.
- (iii) Identify alternative methods for promoting discipline and learning.

1.4 Research Task and Questions

Task 1

To investigate types of punishment exercised in Zanzibar Primary Schools

Research Questions.

- (i) What types of punishments are exercised in Zanzibar Primary Schools?
- (ii) Who exercise the punishments?
- (iii) What are the student's reactions to these punishments?

Task 2

To examine the effects of corporal punishment to students

Research Questions

- (i) To what extent is CP accepted in schools?
- (ii) What are the effects of CP to students?

Task 3

To identify alternative methods for promoting discipline in learning in primary schools

Research Questions

- (i) What other methods of promoting discipline in learning in primary schools?
- (ii) What measures to be taken to reduce the effects?

1.6 Significance of the Study

The findings of this study are expected to be of significance at different levels. The findings can be used to maintain good discipline to students by identifying alternative disciplinary measures to students who misbehave. The study provides

information, which can help the Ministry of Education and Vocational Training in Zanzibar to institute policy on the use of corporal punishment to pupils. Also, the study findings can help to eradicate unlawful disciplinary practices from educators as they are blamed for assault, ill-treatment and harassment of learners. Therefore the study provides the alternatives to CP that can be used in classroom situation during and after teaching and learning process.

Furthermore the findings can help the school administrators to formulate their own rules and regulations on the use of corporal punishment to pupils. Lastly, the study is considered significant in the way that its findings can serve as a guide for future academic reference and may become the starting point for other academicians and researchers who want to research more on corporal punishment.

1.7 Definition of Key Terms

For the purpose of this study, the following terms used in this study were given the following operational meanings:

Punishment: Is the infliction or imposition of a penalty as retribution for an offence.

Corporal punishment: Refers to any punishment in which physical force is used and intended to cause some degree of pain or discomfort.

Primary school: Refers to an institution in which children receive the first stage of compulsory education known as primary or elementary education.

1.8 Conceptual Framework

Conceptual frame work is an abstract representation concerned to the research projects goal that direct the collection and analysis of data (David, 2003) David

continue to argue that conceptual frame work is a structure from which a set of broad ideas and theories that help researchers to properly identify the problem they are looking at, frame their questions and find suitable literature. So, the research used the CIPP evaluation model developed by Stufflebeam (2003).CIPP is an acronym for context, input, process and product. The model makes evaluation of context, input, process and product in judging a programmes value.

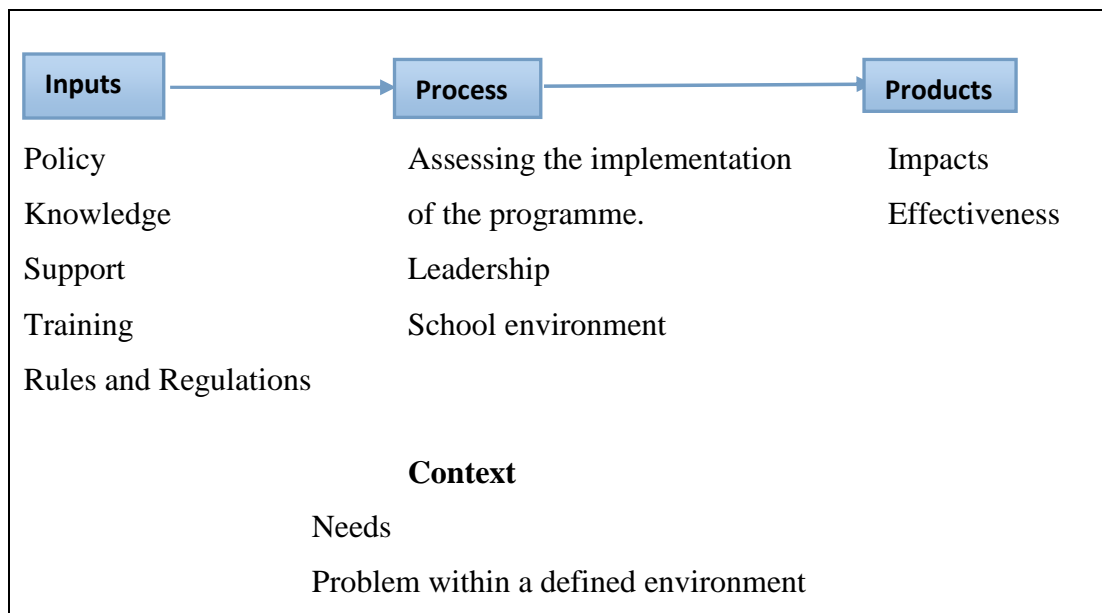


Figure 1.1: A Modified CIPP Model for Corporal Punishment

Source: Stufflebeam (2003)

In this framework, the concept of context guided the study to trace the needs of CP to primary pupils and to understand what problems within a school environment that made teachers to use CP. The concept of inputs guided the researcher to know how CP is exercised, is there any policy governing CP, is there any rules governing the implementation of CP and to know if the teachers are trained to use CP hence enabled to know the causes of CP. Also, the concept of process guided the researcher

to examine how CP is done. If it is done, how it is monitored, who is responsible for monitoring and if it is supported by school leadership. Finally, the concept of products guided the researcher to understand the impacts of CP and the alternatives if CP is believed to have harmful effects to learners.

The model guided the study since it helped the researcher during the field to note the different kinds of punishment exercised by teachers at school with their associated effects and identify alternative methods for promoting discipline and learning hence ensured good flow of data collections from different respondents and participants in relation to the research objectives, tasks and questions of the present study.

1.9 Limitations of the Study

During the study some constraints were encountered. However, they were not methodological but rather practical. Inadequate funding was a major one, because the study was self-funded. In this particular situation data collection was done in phases when financial resources were available. Secondly, some respondents and participants were very difficult to access due to their nature of jobs and convenient time. These were targeted when the researcher had enough time to follow them. The last one was pressure of work at the researcher's workplace. It was not anticipated but it affected the time of completion of the study.

1.10 Delimitations of the Study

Webster (1935) describes delimitations of the study as the means to limit, to mark out the limit or to mark the boundaries off. The present study concentrated only on one school found in Kisiwandui areas (Kisiwandui Primary School) and disregarding

the other schools surrounding the areas. Also, the researcher visited the school which is not more than 20km away from the school he is employed. This means that the study focuses on the school which is close to each other. Those that are isolated are not included in the study.

Furthermore, the findings cannot be generalized to the whole Islands of Zanzibar (Unguja and Pemba). But at the same time, this may be an indication that there is a serious problem existing in managing discipline at schools in Zanzibar Islands.

1.11 Organization of the Study

The research report consists of five chapters. The first chapter is an introductory chapter which discusses the problems and its back ground. Chapter two presents the literature review. Chapter three focuses on the research procedures and methodology. Chapter four contains the presentation of findings, analysis and discussions. The final chapter presents the summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the literature related to the study on CP to pupils of Zanzibar primary schools. The review is divided into seven main sections. Firstly the basic concepts, secondly is experience of corporal punishment (CP) in various countries, thirdly, the kinds of punishment exercised in schools followed by the effects of CP. The fifth part is the alternative methods to punishment. The sixth part is studies on corporal punishment and the last part is the research gap.

2.2 Basic Concepts

2.2.1 Corporal Punishment

According to Marker (2005) punishment is the authoritative imposition of something undesirable or unpleasant upon an individual or group, in response to behavior that an authority deems unacceptable or a violation of some norm. The unpleasant imposition may include a fine, penalty or confinement. The individual may be a person or even an animal and punishment may be carried out formally under a system of law or informally in other kinds of social setting within a family.

According to Grant (1999), punishment is a penalty inflicted for an offence. Grant continues to argue that punishment tells a child what is bad. It does not tell a child

what should be done instead. So punishment may not make sense to the child. UN (2000) describe corporal punishment(CP) as any punishment in which physical forces is used and intended to cause some degree of pain or discomfort, most involves hitting children with the hand, stick, belt, shoe and wooden spoon.

Furthermore, CP can involve, for example kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion like washing children mouths out with soap or forcing them to swallow hot spices. UN classifies CP as; domestic CP used at homes, school CP used at school and judicial CP as part of a criminal sentence ordered by a court of law.

Marker (2005) defines CP as a form of physical punishment that involves the deliberate infliction of pain as retribution for an offence or for the purpose of disciplining or reforming a wrong doer or to deter attitudes or behavior deemed unacceptable. Marker concludes that, CP usually refers to methodically striking the offender with the open hand or with an implement, whether in judicial, domestic or educational setting.

2.2.2 Primary School

David (2003) described the primary school as the school in which children receive primary or elementary education between the ages of about five to about eleven, coming before secondary school and after preschool. It is the first stage of compulsory education in most part of the world, and is normally available without charge, but may be a free paying independent school.

2.3 Experience of CP in Different Countries

2.3.1 Corporal Punishment in Sweden

Hundred years ago, CP was common in Sweden and many children experience severe beatings (Verne, 1992). By 1928, there was sufficient concern about this situation that the education Act was amended to forbid CP in the primary schools and secondary schools. The prevalence of CP is declining in Sweden. In 1996, 47% of all students, parents and teachers in Sweden opposed CP. This rose to 78% in 1996 and overwhelming 92% in 2000. The population is now opposed to all forms of physical punishment of children. It is considered that this achievement is a result of the laws affected by the education system (Save the Children, 2012).

The decline in prevalence of CP in Sweden was attributed to the policies, which have been put in place to govern the rights of the child and to end CP. It is also attributed to law reforms and programmes established to promote positive discipline measures. Sweden was the first country in the world to ban all forms of CP in all settings. The process of achieving total ban and public participation was gradual and it took about 30 years. It was characterized by a mix of interventions which included law reform, awareness creation, public education, education, compliance monitoring and evaluation lobbying policy makers and involving children to discuss CP (Save the children, 2012).

The report of the Government Committee on the Child Abuse (1990) confirmed the steady decline of the use of CP among the Swedish population over the three decades between 1960s and the 1990s. Proportionally, it was reduced from more than 80% to less than 50% and 30% respectively. Interviews with parents in 1980, 2000 and 2006

revealed a sharp decline in the more serious forms of physical punishment such as punching or use of implements. This indicated substantial decrease of CP (Save the Children: 2012). It is important to note that the Swedish law of banning CP was part of civil rather than criminal code. The aim was to educate, sensitize and change behavior of the population through civil means.

2.3.2 Corporal Punishment in Kenya

Over the years, CP was common practice in Kenya where teachers administered many sticks to primary and secondary students. But by 2007 Kenya was the 29th state worldwide to prohibit all forms of CP to children and the second African State to legally protect children from all CP in all settings including at home (ANPPCAN Kenya, 2007). The action of Kenya is an exemplary and challenging to many of African countries including Tanzania and Zanzibar in particular where CP is still used and believed by educators as the way of shaping the behaviors of learners.

Before the prohibition of CP in all settings as declared in the new Constitution of Kenya, for most Kenyan children, violence was a regular part of the school experience. Teachers used canning, slapping and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of CP is routine, arbitrary, and often brutal. Bruises and cuts are regular by-products of school punishments and more severe injuries like broken bones, knocked-out teeth and internal bleeding.

At times, beating by teachers leave children permanently disfigured, disabled or dead. Such routine and severe CP violates both Kenyan and International Human

Rights Standards that's why the government decided to prohibit all forms of CP at Schools (ANPPCN Kenya, 2007).The explanation above provide the lessons on the danger of using CP since it left the fractures of body parts to the learners and unsolved conflicts between teachers, parents and students that's why the government of Kenya decided to ban it.

Also, the action of Kenya to ban CP in all settings gives us the picture that discipline can be maintained without using violence and it is possible to other African nations to call for workshops and seminars to discuss the possible ways of disciplining the learners and agree to ban CP in all settings within the region which results into many effects as experienced in Kenya.

In 2007 the program of "No Kiboko day" was initiated in Kenya with the aim of creating a friendly learning environment to a child. The event is marked every 30th day of April each year with sensitizations targeting schools, community members and administrative bodies. Dissemination of information is also done through materials on positive discipline methods, discussions and presentations on positive discipline methods and effects of CP (ANPPCAN, 2007).

Indeed, it is noted that no Kiboko day campaign in Kenya has enhanced public awareness on the ills of CP and humiliating punishment and also child rights. Also, this program made great collaboration between the Ministry of Education, NGOs and community members hence help the development of positive discipline guidelines in Kenya for better learning environments to primary and secondary students.

2.3.3 Corporal Punishment in USA

In the United States of American, school CP was an official punishment for miss behaviors by school students involving striking the students a given number of times. The punishment is usually administered either across the buttock or on the hands with an object specially kept for the purpose such as rattan cane, wooden paddle, slipper, leather strap or wooden yardstick. It can also include spanking or smacking the student in a deliberate manner on a specific part of the body with the open hand. Advocates of school CP in US argued that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning rather than being suspended from school. Opponents believe that other disciplinary methods are equally or more effective. Some regard CP as violence or abuse to students.

In the United State, the use of CP is covered by the common law where the school has the same rights as their parents. In most places where CP is used in USA is governed by official regulations laid down by governments or local education authorities (cited in [http://www. end corporal punishment. og/pages/progress/reports/](http://www.endcorporalpunishment.org/pages/progress/reports/)) In USA, CP is prohibited in all alternative care settings in the 31 states. In the remaining 19 states and the District of Columbia, it is prohibited in some but not all settings (cited in [http://www.edcorpoal punishment.og/pages/progress/repots/](http://www.edcorporalpunishment.org/pages/progress/repots/)).

2.4 Kinds of Punishment Exercised in Schools

2.4.1 Canning

Canning is a form of CP which consists of a number of hits with a single cane. It is a widely used form of CP in schools. Caning is used to punish students at school for

serious misbehavior like fighting, smoking, cheating, gangsterism, vandalism and truancy. Also the students may also be caned for repeated cases such as being late repeatedly in a term. This punishment is applied to the offender's buttocks over clothing using a stick of about four feet long. The caning administered to a student does not exceed a maximum of six strokes and is normally administered by principal, vice principal, trained discipline master and class teachers.

Canning in school can be classified into three categories. Private caning, this is the most frequent where the student is caned in the school office in the presence of principal or vice principal and another member of the staff. Class caning, in this the student is caned in front of his or her classmates in the class. Public caning, in this category the student is caned in front of an assembly of the whole school population to serve as a warning to potential offenders for serious mistakes like fighting, smoking and vandalism. Before caning the Principal or vice Principal explains the student's offence to the audience.

Canning punishment is applied differently in different areas. For example in Tanzania and other countries like Kenya, Nigeria and USA is applied to both males and females but in Singapore is only used to punish male students and is illegal to cane girls. Frankly speaking, this punishment is much complained by many people over the world because of having great pain and leads to the fracture and broken of body parts like arm and finger.

2.4.2 Belting

Belting. Is the use of belt made of strong materials as a whip like instrument for CP. This punishment is used as disciplinary measures in schools but is also applied domestically by parents. Belting punishment is normally applied in military schools like in USA for serious mistakes like severe fighting, laziness and truancy to naughty students. It is normally administered by trained discipline masters who ordered the students to bend over a desk or chair with his or her buttocks moving up and back while being punished.

The punishment is normally applied in the class or at the assembly if the mistake of the offender is much repeated. In Tanzania this punishment is seldom used in military schools where most of the students learnt are naughty especially boys. Much complain has been raised about this type of punishment as it causes strong pain with permanent scars on the pupil's buttocks which make him or her be unable to sit properly hence make them to miss lessons for some days. In contrary to the people or schools where this punishment is used, they argue that heavy punishment should be applied to the naughty students so as to make them change their bad behaviors.

2.4.3 Hands up Punishment

Hands up punishment, is a form of punishment given in schools where the offender has to raise his or her hands above the head and stay in that position for a period of time. The time given to exercise this punishment depends on the class of pupils where the pupils of standard one to four are given not less than ten (10) minutes and that of standard five to seven are given fifteen (15) minutes and above. During this

punishment the child is not allowed to join hands over their head or to put them down until the pupil is tired or starts crying.

The punishment is normally applied in the class where other students can see. It is normally applied to a student who makes noise in the class while learning or using abusive language. The aim of exercising the punishment in the class is to make the offenders to feel ashamed and not to repeat the mistake. This type of punishment is much used in India. It is also applied in Kenya, Singapore, USA and Tanzania. Many people appreciate this punishment by believing that it is free from pain and intends to teach a child on the right behaviors without having much pain compared to other CP.

2.4.4 Tawse

Tawse. Is the action of beating hand, it is an implement used for CP. It is used to punish pupils of either sex on the stretched hand. During this punishment the pupils are usually instructed to hold out one hand, supported by the other hand below, this make difficult for the child to move the hand away during the infliction of the strokes where a stick of about three feet long or wooden ruler is used.

The punishment is normally applied in the class by the teacher while marking the books and observe the mistake of poor hand writing and failure of student to submit the working book, in this case the teacher call the student and use tawse as a punishment. Most teachers believe that when applying tawse punishment the students become aware in writing and submitting the working books on time. The punishment is much practiced in Tanzania, India, USA, Kenya, Zimbabwe and Uganda. Many people complain on tawse punishment as they argue that tawse causes strong pain to the hand which makes the students unable to write properly. Also tawse leads to the

broken of fingers of the hand and make the students to miss lessons for some days because of caring the broken fingers.

2.4.5 Foot Whipping

Foot whipping. Is a form of CP in which the soles of a person's bare feet are repetitively beaten with an implement? During this punishment the offender is required to sit and relax the legs. Then the teacher takes the stick of about three to four feet and starts to implement the punishment. Normally the punishment is implemented in class to the naughty students who do not write the notes given by their teachers; miss the lesson without having good and acceptable reasons, fighting and using abusive language frequently in the class. The punishment is more common in Kenya, Nigeria and Singapore.

People are complaining about this punishment by arguing that it is directly implemented to cause strong pain to the pupils which might result the tearing of soles of legs. Some people believe that foot whipping is a good punishment because it results into strong pain which make the pupils to change their unacceptable behaviors.

2.4.6 Spanking

Spanking. Is the act of sticking the buttocks of another person to cause temporally pain without producing physical injury. It involves one person striking the buttocks of another person with an open hand. During this punishment the teacher tight the trousers or skirt of the offender with one hand and the other hand used for beating the buttocks. The punishment is normally given to lower class pupils of standard one,

two and three when they commit mistake like making noise in the class, fighting each other and delay to submit the work to the teacher. The punishment is more practiced in Kenya, Zambia, India, Singapore and Tanzania.

The punishment is believed to be good and effective since it intends to cause temporary pain to the students without causing any damage. Some people ignore this by believing that spanking result into pain which cannot teach a child to behave on good morals at school but act as a drama between the teacher and students. From the above explanation it seems that there are different kinds of punishment exercised at school by teachers, the way of exercising differ from one country to another and there is no specific punishment for a same mistake and pupils of the same class and school in different countries. Therefore, there is need to find out the kind of CP exercised by teachers in schools on the basis of Zanzibar environment particularly at Kisiwandui Primary School.

2.5 Effects of Corporal Punishment

Many studies including the Global Initiatives Review of Research on the Effects of Corporal Punishment, show associations between corporal punishment and a wide range of negative outcomes including direct physical harm, negative impacts on mental and physical health, poor moral internalization, increased aggression in children poor cognitive development, and damaged family relationships (Tozer, 1993).

This means that the children who are punished physically are less likely to perform well in school and more likely to have classroom disciplinary problems. In addition

to this CP has long term negative impact on mental and emotional health of children where such punishment may encourage internalization of emotion and guilty which can manifest itself to mental health problems such as anxiety and depression.

Grant (1999) states that it is true that certain application of punishment may produce fearful and neurotic behavior. Also, Grant argues that punishment will result students to drop out in their studies, revenge and some time cause disease and disability. This is due to fear of students to their teachers which make them to feel humiliated, uncomfortable, angry, depressed, letdown and lose their attention to studies hence lead them into poor performance.

Murray (2001) states that harsh physical punishments do not improve students in school behavior or academic performance. In fact, one recent study found that in states where CP is frequently used, schools have performed worse academically than those in states demonstrated improvements. In their American College Testing (ACT) scores from 1994 to 2008 states that paddled the most improved their scores the least.

At the sometime the ten states with the longest histories forbidding CP improve the most with improvement rates three times higher than those states which reported frequent use of CP. In addition to this, students who were punished felt ashamed of themselves due to humiliation which made their performance at school to deteriorate. Also CP undermined their confidence towards learning hence led to drop in their studies.

Margaret (1995) argues that CP works against the process of ethical development. It teaches children not to engage in a particular behavior because they risk being beaten. But it does not teach them the reasons and ethics for not behaving in a particular manner. Also, CP lowers the children self esteem by teaching them poor self-control and promoting negative expectation of themselves. Also CP teaches pupils to be victim by revenging to their teachers hence it discourage the use of reasoning to pupils and the capacity to understand the relationship between behavior and consequences.

David (1995) says that the use of CP on children contributes to a perception from an early age that violence is an appropriate response to conflict resolution and unwanted behavior. It teaches them that it is acceptable for powerful persons to be violent towards the weak and to resolve conflict through violence. This indicate that CP teaches children that violence is an acceptable way of imposing their views and power on some one less powerful than themselves hence will result into unresolving conflict which will divide the people and isolate each other.

Committee on the rights of the child (2011) argued that CP violates human rights to physical integrity and human dignity, as upheld by the UN Convection on the rights of the child and the African Charter on the Rights and Welfare of the child. The committee claims that the use of CP is associated with increased mental health problems in children including increased psychological distress which may lead to anxiety, depression, alcohol and drug use, and general psychological maladjustment in those to whom it is applied.

In addition to personal distress, it may lead to vicarious learning of maladaptive methods of problem resolution by those students who witness it. Furthermore, the use of CP sanctions the notion that it is meritorious to be violent toward children, thereby devaluing them in society's eye. It encourages children to resort to violence because they see their authority figures using it.

This is a message that can be reasonably assumed will negatively affect generations to come. Violence is not acceptable and we must not support it by sanctioning its use by educational authority figures (Committee on the right of the child, 2011). It is argued that children in a school that use CP performed significantly worse in task involving the psychological process such as planning, abstract thinking and delaying gratification than those in a school relying on milder disciplinary measures such as time-out. This is according to a new study involving two private schools in West African Countries (Marker, 2005).

This means that CP does not teach children how to behave or improve their learning since CP does not support children problems solving skills or their abilities to inhibit inappropriate behavior to learn. According to the above explanation there are lots of effects of CP to students as outlined by different scholars. However, in Zanzibar these effects are not well documented particularly for primary school pupils, hence a need for investigation.

2.6 Alternative Methods of Punishment

For many years advocacy for a total ban and elimination of CP has increasingly been accompanied by efforts to provide alternative forms of discipline and correction of misbehavior. Providing alternatives is important because without alternatives the campaign for total ban of CP risks emphasizing criminalization rather than empowerment for positive action on the side of care givers.

Therefore there is a need of having alternatives which are non-violent forms of discipline which value the right and humanity of the child as propagated by different scholars. Magret (2005) argues that the positive methods of discipline not only enhance classroom behavior but also facilitate learning. In an atmosphere free of abusing and demeaning acts and in a classroom characterized by positive mutual regard, teachers can maximize their effectiveness as teachers and students maximize their effectiveness as learners.

Not only that but ANPPCAN Kenya (2005) stated that setting clear consistent rules is alternative methods where children should be made to know what kind of behavior is acceptable or unacceptable to their parent and teachers. Involving them in coming up with the rules also ensure that they know what is right or wrong and they are also aware of the consequences of misconduct beforehand. Providing appropriate and engaging activities to students is an alternative method (Gershoff, 2002).

He contends that a child who is happily engaged in an activity will be less likely to misbehave as opposed to one who is constantly bored and has nothing interesting to do. Gershoff stressed that showing interest in child's activities will make children

feel appreciated and may not misbehave to get attention thus a positive discipline. Also safety ensures a child friendly and safe environment where the child will be able to have fun and explore without fear.

Save the children (2008) advocates that talking and using words instead of actions, to children. The talks with the child about what behaviors are acceptable or not, what is safe or dangerous and why, will be more positive alternative method of punishment rather than using CP. They further argued that listening to the child to find out why he or she did or did not do something and encouraging children generously will help to boost the confidence of the child and increase their self esteem hence the best alternative methods of discipline rather than using CP. According to the above explanation several alternative methods to CP have been discussed. In Zanzibar, these alternatives might not be known to teachers and the public. If they are known, they might not be practiced. It is the aim of this research to find whether there are alternative methods to corporal punishment.

2.7 Studies on Corporal Punishment

2.7.1 Tanzania

Many researches have been conducted in Tanzania concerning Corporal Punishment (CP) but the awareness to ban it is still low on the side of government and care takers because the punishment has continued to be practiced.

A study carried out in Tanzania (TEGINT, 2007-2012) as an initiative to transform the education of girls in Northern Tanzania found that in Tanzania 70% of community members and 87% of girls support the idea that, It is not advisable for teachers to beat a girl who comes late to school as she might have been taking care of

a sick relative. The study involved surveys with 295 girls and young women aged 11-22 and 91 community members (The institute of Education and Action Aid, 2003). Another report on CP in Tanzania Primary Schools in conflicting capabilities found that in Tanzania CP is legal but is limited to four strokes that can only be administered by a head teacher (MoEVT, 2008). Despite this policy regular teachers have been reported to administer CP at recurring intervals in a vast number of government primary schools in Tanzania.

The report showed that many students have been subjected to problems like broken parts, tearing of uniform, fears and conflicts as result of CP (MoEVT, 2008). This indicates that continuing use of CP might cause several problems to students which are not well known to teachers, parents and public. On the side of Zanzibar as a part of Tanzania there is a need of the present study. Another study was conducted in Tanzania and 448 individuals participated: 254 teachers and 194 students, all from the government and private primary schools in Iringa Region of Tanzania where 14 students and 14 teachers were interviewed. It was found that CP was the most common form of punishment in primary schools. The majority of the teachers supported its continued use, but believed in moderation. Also, it is observed that students and teachers were unaware of national laws to restrict CP.

However, there was an agreement between students and teachers that CP was used for major and minor student offences such as misbehavior and tardiness. Students reported disliking the practice and believed it was ineffective and resulted in emotional as well as physical distress (MOEVT, 2008). The results of the study showed that teachers are not given training on providing the punishment. They used

CP differently and make it as a norm of school culture. Normally, norm takes long time to form and the transition of one norm to another takes long time too because it involves the action of re-learning new ways of parenting.

Also, a new study conducted by German researchers in Tanzania has concluded that regardless of the culture a child lives in, CP may do lasting psychological harm (Sunday news, January 19, 2014). The researchers observed that primary school students who were beaten by teachers or family members in the name of discipline tended to show more than less behavior problems. In addition to this, it is observed that parents aim to educate children through CP, but instead of learning good social behaviors, the beating is often resulted into the opposite effects which harm the child. During the study, 150 students aged 10 - 15 years old were interviewed, 95% of them said they had been physically punished at least once in their lifetime by a teacher. The same percentage reported physical punishment from parents. Majority of them said, they had been beaten with sticks, belts, punched and slapped or pinched. Nearly one-quarter of the kids had experienced punishment so severe to the extent that they were injured.

The studies showed that, CP is common method of punishment among Tanzania schools despite of the negative effects resulted from it. Also the studies indicated low awareness of parents and educators in investigating the kinds of CP to be used to pupils of primary school, examining the effects of CP and identifying the best alternatives that is why the punishment confuses the learners and raises hot debate. From the above explanation, the studies were conducted in Tanzania

Mainland and not in Zanzibar specifically at Kisiwandui Primary School, so there is a need to conduct a study at Kisiwandui Primary School, so as to understand the effects associated with the use of corporal punishment.

2.7.2 Zanzibar

According to the research conducted in schools of south region in Unguja Island in 2005 showed that,90% of the children who were interviewed said that CP made them to lose interest of learning because of fearing their teachers, create conflict between students and teachers and cause physically body damage (MOEVTZ: 2005).In Zanzibar, it has been reported that 10 pilot primary schools have adopted safe school contracts through a participatory process involving teachers, parents and children and have banned CP as a measure of discipline. Also, children in 6 schools have access to a safe and confidential complaint-report mechanism for CP.

The results showed that CP is practiced to pupils in some parts of Zanzibar and seemed to affect them academically. This is due to the fact that fears resulted from CP made the students to hate their lessons by losing interest hence led to failure. Also, the conflict among teachers, parents and students hindered the educational development. This stressed the need of more research to be conducted to examine the punishment to be used as an alternative to CP so as to resolve the existing effects and ensured conducive learning environment to learners.

However, in Zanzibar, there have been suggestions on the forms of positive discipline based on the type of behavior to be addressed. This includes preventive, supportive and corrective discipline. Preventive discipline targets how to prevent

misbehavior and is explored through the development of home rules and procedures. Supportive discipline applies positive reinforcement and praise to create opportunities for children to feel successful and to create a home or classroom environment conducive for learning. Corrective disciplines seek to suppress and positively redirect misbehavior when it occurs (Revolutionary Government of Zanzibar, 1988).

Zanzibar on the other hand has indicated positive will to ban CP. Even though remains lawful there is no explicit prohibition of CP in early childhood care and in day care. For older children the practice remains lawful under the education act of 2011 which state that “no child shall be subjected to violence, torture or other cruel, in human or degrading punishment or treatment or any cultural or traditional practice which dehumanizes or is injurious to physical and mental well being”(MoEVTZ, 2005). From the above research reports conducted in Zanzibar, it is obvious that the findings were not specifically from Kisiwandui primary school that is why the researcher wants to find out the effects of CP, how CP is exercised, who is allowed to punish the students and what are the alternative methods of punishing the students at Kisiwandui Primary School.

2.8 Research Gap

The literature reviewed suggests that, in Zanzibar corporal punishment has not been adequately studied or even given serious attention because teachers and parents are still exercising it. This is very unfortunate because, as pointed out before, CP has serious effects to those inflicted. No research has been conducted particularly at

Kisiwandui Primary school to see whether CP is exercised and its effects. The present study seeks to bridge this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological aspects of the study. It describes the geographical location of the study, research design, and approach to the study, area of study or population, sampling techniques and sample size, research instruments, ethical issues and data analysis.

3.2 Geographical Location of the Study

Geographically, the islands of Zanzibar are situated in the Indian Ocean. It is about 85km (53miles) long and its broad point is about 1660km². Zanzibar is estimated to have 1,300,000 people according to 2012 national census.

The people of Zanzibar are of different colors, races, tribes and religion. The main economic activities of the people in Zanzibar are agriculture, fishing and tourisms where the government and the people depend on these activities as their source of income and foreign money. Administratively; Zanzibar is subdivided into five regions including North Unguja, South Unguja, Urban West, South Pemba and North Pemba. Literally, Zanzibar is a growing state estimated to have 5,000 graduates from the internal and external Universities every year studying different professions and different levels of degrees. Climatically, Zanzibar is experiencing tropical climate characterized by having moderate rainfall and temperature. The study was conducted in Urban West region in Unguja Island where Kisiwandui Primary School is located.

3.3 Research Design

Research design is an activity – based plan; based on the research objectives and it guides the selection of source and type of information (David; 2003). He argued that research design is not arrangement of conditions for collecting and analyzing data in a manner that it aims to combine the relevance of the research purpose. Again, research design do not relate to any particular method or any particular type of collecting data or any particular types of data. Any research design can, in principle,

use any type of data collection method and can use either qualitative or quantitative data.

This study used the case study design where one school; Kisiwandui Primary School was involved. The organization for collecting data was descriptive survey based on cross – sectional design. David (2003) depicts that descriptive survey involve gathering data that describe events and describe that data using both qualitative and quantitative data. Again, the author adds three characteristic feature of descriptive survey under cross- sectional design. First, it has the ability to search large number of information at a short time, second; it provides easy and low cost of distribution and third; it often uses visual aids such as graphs and charts. Furthermore, the descriptive survey helps to organize data into patterns that emerged during data analyses and describe events and then organizes, tabulates, depicts and describes the data hence the cross-sectional design was preferred to be used for this study.

3.4 Approaches of the Study

The following approaches were used at this study.

3.4.1 Quantitative Research Approach

Quantitative research is generally associated with the positivist paradigm. Thus, quantitative research usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusion drawn (Cohen, 2011) This approach involve the use of numbers to assess the information which can then be evaluated by using statistical analysis which offer the researcher the opportunity to dig deeper into the data and look for greater meaning.

Also, this approach provides the fundamental connection between the empirical observation and mathematical observation by analyzing data with the help of statistics which yield an unbiased result. Objectivity is very important in quantitative research where the researcher takes great care to avoid own presence, behavior or attitude which might affect the research result.

3.4.2 Qualitative Research Approach

Qualitative research is the approach which is usually associated with the social constructivist paradigm which emphasizes the socially constructed nature of reality. It is about recording, analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions. Researchers are interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups (David, 2003).

At this approach, researchers tend to be inductive which means that they develop a theory or look for a pattern of meaning on the basis of the data that they have collected. This involves a move from the specific to the general and sometimes called bottom-up approach. In this approach, the data is collected in textual forms on the basis of interaction with the participants. Also at this approach, the researcher uses methods which give participants a certain degree of freedom than forcing them and try to create the atmosphere to enable people to express themselves. This may mean adopting a less formal and less rigid approach than that used in the quantitative research.

3.6 Area of Study

The area of this study was Zanzibar town where Kisiwandui Primary School is situated. The study involved the people from Shangani, Michenzani, Kikwajuni, Mkunazini and Kisiwandui areas where most of the students and teachers come from. The study also involved the educational officers from the Ministry of Education and Vocational Training in Zanzibar. In selecting the population, the study considered gender balance and equality. The study selected this population to ensure good access of information relevant and accurate for the study.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Technique

According to Cohen (2001), a sample is a representative group drawn from the population in such a way that the findings from the sample can be generalized. Also sample involves the analysis of large population where bias is minimized and the chance of every member. Sampling is dependent on many things mostly on the research questions. If the objective is to study and describe a specific situation, then the non-probability sampling methods like purposive is convenient. Non-probability sampling is a kind of sampling technique where each member of the population has different probability of being chosen at any stage during the sampling process. Also, when the objective is to generalize about the findings, it is necessary to apply probability sampling methods. Probability sampling is a kind of sampling techniques where each member of the population has the same probability of being chosen at any stage during the sampling process.

3.6.2 Sample Size

A sample is a small group of people chosen from a large group of people. The sample of this study obtained by using the random sampling. Cohen et al (2001) argue that random sampling is a kind of sampling technique where each individual is chosen randomly and entirely by chance such that each individual has the same probability of being chosen at any stage during the sampling process. Kisiwandui Primary School has a total of 1470 students including 865 girls and 605 boys. The number of teachers is 70 including 45 female teachers and 25 male teachers.

According to Kothari (1990) the corhans correction formula used to calculate the final sizes of participants, the selected sample size should be greater or equal to 5%. From this point of view the sample of the present study was selected as follow:

Five percent of female students were 43 and male were 30. Five percent of teachers according to Kothari caused the researcher to have small number of representation. So, in this case the researcher used purposeful selection to get a bigger number of teachers. Therefore the researcher selected 15 teachers including 8 female and 7 male teachers. Also, in case of parents and educational officers, the researcher used purposeful selection by selecting the number of participants who were able to give the proper and relevant information of the study. Therefore the researcher selected 10 educational leaders including 5 Head teachers and 5 Officers of education from the Ministry of Education in Zanzibar and seven parents (7). Therefore, the study used the sample size of 105 respondents including 30 male students, 43 female students, 7 male teachers, 8 female teachers, 10 education leaders and 7 parents.

3.6.3 Categories and Number of Respondents

A total of 95 respondents participated in the study. This includes 63 students, 15 teachers, 10 educational leaders and 7 parents. The Table 3.1 shows the number of respondents with respect to their categories.

Table 3.1: Categories and Number of Respondents

Category	Females		Males		Total Respondents
	Expected	Responded	Expected	Responded	
Students	43	37	34	26	63
Teachers	8	8	7	7	15
Educational leaders	5	5	5	5	10
Parents	3	3	4	4	7
Total	59	53	50	42	95

Source: Field Data (2014)

Data tabled in Table 3.1 denotes variation of respondents by categories in which 63 (66.31%) were students, 15 (15.79%) teachers, 10 (10.53%) educational leaders and 7 (07.37%) were parents.

3.7 Data Collection Methods and Instrument

Cohen et al (2001) described the data collection methods as the range of approaches used in gathering the information, which are to be used as a basis for inference and interpretation, for explanation and prediction. Therefore this research used the following instruments.

3.7.1 Interview

Interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee (Spradley, 1979). The researcher interviewed teachers, parents, educational leaders and some of the students who were not able to answer the questions in a given questionnaire by writing properly especially standard one and two students. The mentioned groups of people were interviewed because the researcher believed that these have different backgrounds and opinions which made the researcher to ask them in depth and probing questions hence helped to get a lot of information on how corporal punishment is exercised and what are their views on this issue. The researcher used interview as one of the research data collection method because this instrument provided deeper understanding of the social phenomenon, explore the views from different people, minimizes barriers in data collection, and in some instances allowed the researcher to develop mutual trust which allowed smooth flow of the information.

3.7.2 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from the respondents (Cohen et al., 2001). The researcher prepared questions in a sequential order and distributed them to the respondents for answering. It was used to teachers and educational leaders. In questionnaire the researcher got the required information from the questions which needed numeral numbers and short answers hence ensured the consistency in the kind of data collected. The researcher used questionnaire as a research instruct

because it is considered capable of collecting a lot of information within a relatively short time. This method is cheap to use, do not require much effort, provide very high response rates and has standardized answers that make it simple for the researcher to compile the data.

3.7.3 Documentary Review

Documentary review is the use of outside sources (documents) to support the view point or argument of an academic work (Cohen; 2001). The documentary review included the newspaper, government publications, reports to the MoEVT and school reports.

Various published and unpublished working documents and record from libraries of various departments and education institutions were used by the researcher in collection of secondary data to see how many students had been affected by CP, how CP was exercised, who was allowed to punish the pupils, measures taken to reduce the effects of CP and its prevalence in the schools. Therefore, the researcher used documentary review as one of data collection method because this method was cost effective and contained the information about the phenomenon which the researcher wants to study. This helped the researcher to make conclusive decisions when they were compared with the responses obtained through other instruments.

3.8 Ethical Issues

Research ethics involved the application of fundamental ethical principles to variety of issues in conducting a scientific research. Among the ethical issues which were observed in this study was voluntary participation of respondents which required people to be free in providing opinions and views. A part from that, the appointment

made to all respondents and participants were conducted as per-every interviewee's convenient time.

Before any interview, a prepared consent form was provided to each interviewee to read and sign as an acceptance to voluntary participation in this study. This was in view to David (2003) who argued that "during the research the researcher is compelled to develop an informed consent form for participants' right to sign before they engage in the research". This form acknowledges that the participant's rights have been protected during data collection. The informed consent form is found in Appendix 1.

3.8.1 Data Analysis Procedure

Data analysis refers to the examining of what has been collected in a survey or experiment and making deductions, inferences and supporting decision-making. David (2003) notes that research data are processed through editing, coding, classification and tabulation. The data collected through interview and documentary review were organized into order to answer the research questions. Then analyzed and summarized according to the research task and individual respondent by sorting, coding by defining each issue, the frequency that issue occurs to provide a meaningful report.

The data collected through questionnaire were classified and translated into frequency and percentage by creating an excel database, coding the data by defining each data, enter the data into the database and analyze the data by keeping them in a tabular form and graphs to draw some inferences related to corporal punishment at

Kisiwandui Primary School. Information that could not be quantified was subjected to content analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The study aimed at examining the corporal punishment (CP) in Zanzibar primary school. The findings are organized and presented according to the research tasks which sought information on the kinds of corporal punishment exercised at Kisiwandui Primary School, the effects of CP and the alternative methods of punishment. Both interview and questionnaire were used to obtain data from 56 students' 12 teachers 5 educational leaders and 5 parents making a total of 78 respondents who participated in the research. Documentary review was also used to collect information from the school.

4.2 Types of Corporal Punishment exercised in Zanzibar Primary Schools

The first research task intended to investigate types of corporal punishment exercised by teachers to pupils of primary school particularly Kisiwandui, how they are exercised, who exercise the punishment and students' reactions towards the corporal punishment.

4.2.1 Types of Corporal Punishment Exercised By Teachers

Through questionnaire and interview it was found out that there were several kinds of CP which the students were subjected to in response to the types of offences committed in the school as outlined below:

Working in the school garden.

This was a kind of CP which the students were subjected to in school where they were required to work in the school garden. Actually the students have to work in the school garden at around mid day up to four o'clock when the sun is very hot. The punishment is subjected to students who absent themselves from school without

having proper reason. This punishment is difficult because the time when the students have to work in the garden interferes with other duties like studying.

This type of punishment has made the students to develop some problems like headache because of the heat they are subjected to during the time of working in the garden. In addition, what make this more of a CP is that the products from the school garden are shared among the teachers and not the students who were the main producer as one of the student complained stating:

“After working in the school garden and planting the crops, during the harvesting, it is us students who do it and the harvests are taken by the teachers. So, we punished to benefit the teachers”.

Canning.

This punishment administers strokes of cane to the offender's buttocks. The punishment is subjected to students who have committed offences like fighting, failing to give a right answer in the class and failing to secure the required marks of above 50% in tests provided by teachers in the class. Canning have made the students who were not above average to work hard and perform better in both internal and external tests hence leading to good performance. During the implementation of the punishment, some students developed wounds which take a time to get cured as one standard seven students lamented;

“Sometimes when you are canned a week can pass still having wounds on your buttocks which do not allow you to sit properly in the class”.

This showed that, the punishment make the students to suffer as it failed them to attend school properly hence failure to concentrate in their studies.

Hands up.

This was pointed out as a kind of CP given to a child where he or she was required by the teacher to rise up the hands until the teacher thinks the student has experienced enough pain. During the punishment, the student is not allowed to put down his or her hands. Once the student puts down the hands without permission from the teacher, the teacher can beat the student with a stick at the buttocks. The punishment is normally given to the students of standard one up to three. The causes which lead to the provision of this punishment include noise made by students in the class and coming late to class after break time. One of the students from standard one said that:

“When we make noise in the class and disturb other classes, a teacher can come in our class and giving us hands up punishment. I dislike this punishment because it results to strong pain on shoulders”.

Hands up punishment make students to experience pain at their shoulders and disabled them to write for some times. It has been found out that such punishment

promotes commitment among students on how to spend their time and on caring others' activities without making disturbance.

Sleeping

It was explained to be a kind of punishment given to students who are ordered by the teacher to sleep on the table. The punishment is normally given to students when they are making noise while the teacher is in the class marking books or prepare notes. One student from standard four said that;

“Once the teacher hears noise in the class he or she orders the students to sleep on the table without considering who has made the noise”.

Another student from standard three claimed that;

“Teachers are unfair because when some students make noise, they order all the students to sleep on the table without considering other students who have been revising their notes hence the action of sleeping on the table waste their time”.

The study revealed that sleeping punishment affects the hardworking students by wasting their time to sleep because at the time when other students are making noise some are studying and revising their notes, so forcing all to sleep will diverge their attention and interests in studying.

Spanking.

This was another kind of punishment exercised by teachers at the school where the teacher beat the buttocks of students with an open hand. During the punishment the

teacher tight the clothes of a student with one hand while the other hand beats the child's buttocks. Normally the punishment is given to students to inflict temporary pain due to the mistake they commit at school. One of standard one teacher said that;

“When a student pee and make noise in the class, I always apply spanking by beating the student on his or her buttocks”.

The study noted that, the spanking punishment results into strong pain on the buttocks of students hence made the students to become angry and hate their teachers as one of the standard two students said;

“One day I was beaten by my English teacher for making noise in the class by using his open hand at my buttocks. The pain that I got was as if I was beaten by a stick.....oh.....From that day I hated that teacher whenever I see him around the school compound”.

Tawse.

This had been mentioned as another kind of punishment exercised by teachers at school. During the provision of this punishment, pupils were instructed to hold up one hand supported by the other hand below. Then the teacher beat the pupils at the palm of the opened hand by either a stick or a ruler depending on what is available around.

In this punishment it is difficult for the child to move the hand away during the infliction of strokes. It is normally applied to the students of standard one, two, three and four who use abusive language in school and those who fail to do their home work. The study found out that, tawse is applied differently by different teachers

since there is no uniformity of which instrument to be used in exercising the punishment as one of the student from standard four lamented;

“I support the canning punishment because all the teachers use stick to beat us but tawse is a worse punishment because some teachers use sticks while others use rulers which cause severe pain”.

Touching and pulling ears while moving

In this punishment the students are instructed to touch their ears while moving here and there using their hands where the right hand touch the ear of the left side and the left hand touch the ear of the right side. The findings revealed that, going late to school, remaining unfaithful to teachers, speaking rubbish, fighting, not becoming attentive to classroom instructions and fail to answer questions asked by teachers were the main reasons that made teachers to use this punishment.

In addition to this, it was noted that the punishment made the students to use much energy when implementing it and become tired at the end. This was supported by one of the students who said:

“I get tired with drizzle after doing the punishment to the extent that I cannot do anything immediately until I relax for some minutes”.

Moving up and down.

In this punishment the students are required to move up and down while the hands touch their ears. When exercising this punishment students are ordered by the teacher

to move up and down while the teacher is counting to show the start and the end of one action as one of the standard four students said;

“During the punishment the teachers count one up to two where one means down and two means up. The students repeat the counting while doing the action. Sometimes the teachers may clap their hands which means after one clap the students go down and the other clap they go up”.

The researcher found out that, the punishment is given to the lazy students and those who like to sleep in the class as one of the student from standard two commented;

“I dislike to sleep in the class because my teacher will order me to move up and down until become awake again”.

Furthermore, the study noted that, the punishment make the students tired and loose interests on the subjects of teachers who use such punishment. Therefore from the findings it was revealed that, majority of students at Kisiwandui Primary School had been subjected to different kinds of punishment at school including canning, spanking, tawse, touching ears while moving, working in the school garden, moving up and down, sleeping and hands up to different mistakes committed at school.

Furthermore, the study revealed that, most of the students at Kisiwandui Primary School complained so much about the ways their teachers exercised punishments to them. Their complaints were on the ways of punishing pupils without having proper rules and regulations to govern the exercise as it was difficult to differentiate a small

and big mistake. On the other hand some students agreed to have deserved to such punishments.

It is therefore concluded that, teachers are not well trained on how to punish pupils. There is a need for teachers to try alternative ways such as counseling so as to treat pupils in a lovingly manner and encourage them in their works. Where possible corporal punishment should be used and exercised by special teachers in accepted ways under the school rules and regulations.

4.2.2 Who Exercised Corporal Punishment?

The magnitude of teachers who used CP at Kisiwandui School was captured by the number of students who reported that they were physically punished at school by different teachers. Through interview and questionnaires 63 students pointed out the teachers who had administered CP at school. The data obtained is summarized in the Table 4.1.

Table 4.1: List of Teachers and their Frequencies to Administer CP

Person	Frequency	Percentage
Head Teacher	8	12.69%
Deputy Head Teacher	5	7.95%
Teacher on Duty	28	44.44%
Class Teacher	10	15.87%
Subject Teacher	12	19.05%
Total	63	100%

Source: Field Data (2014)

Data tabled in Table 4.1 present teachers who had administered CP and their frequencies in which teacher on duty constituted huge percentage of 28 times (44.44%) compared to 12 (19.05%) times by subject teacher, 10 (15.87%) by class teacher, 8 (12.69%) by head teacher and 5 (7.95%) by deputy head teacher. The above data showed that CP was preferred as traditional method of maintaining discipline in school and is applied by everyone in authority at school except the prefects.

4.2.3 Students Reactions to Corporal Punishment

This research question aimed at examining the student's reaction against corporal punishment. Through questionnaire and interview, it was revealed that students had different reactions when punished as outlined below:

Aggressiveness was pointed by 35 (55%) of the pupils as a reaction after being subjected to corporal punishment. The pupils argued that, once they were subjected to corporal punishment, they became very aggressive. This made them lose interest of learning. The idea was different from that of 16 (25%) pupils who said that, they had a tendency of running away from school during and after being subjected to corporal punishment. The pupils argued that, sometimes it was better to run away because teachers were very threatening when punishing us as one student said:

“I used to run away from school when I see the threatening face of a teacher who exercises corporal punishment to me”.

Also, 9 (15%) pupils pointed out that fighting with the teacher was a negative reaction to corporal punishment. The pupils argued that teachers were upset when exercising corporal punishment and this caused pupils to become angry and hold the

hand of the teacher and the stick to stop the punishment to proceed. This usually caused the teacher to use the other hand to beat the pupil which finally causes emotion and the pupil start to fight the teacher. Few students 3(5%) had the view that, pupils accepted the punishment given by teachers. The pupils argued that, to run away or to fight with their teachers was not a solution to their problem hence accepted the punishment.

The views from pupils about their reaction after being subjected to corporal punishment revealed that teachers exercised CP differently. This led to different reactions by the pupils which made them to hate their teachers and consequently led to poor performance. Teachers' views seemed quite different from the pupil's opinions. Some teachers, 7 (46.67%) said that, pupils used abusive language during and after being subjected to CP as their reaction. This created poor relationship between teacher and the pupils which consequently led to conflict as the pupil would like to revenge.

The findings further showed that 5 (33.33%) teachers were on the view that, pupils run away from school during and after the punishment. This was caused by the anger developed by the punished students who then decide to run away from school to escape such punishment. This case made the student to miss lessons for some days. It was revealed that, some teachers exercise the punishment when they were very angry so when this was noticed by pupils, they run away before they were punished. Other teachers, 3 (20%) said that, CP made pupils to strike. Pupils used to strike not to be

subjected to CP. Unless the teacher use force it was difficult for such pupil to agree to be punished.

The teachers points of views were that, pupil's reaction against CP affected the learning process. When pupils run away or strike, they miss lessons and minimize the time for studying which consequently made the teachers not to cover the syllabus at the end of the year. The study has also noted that pupils should be educated about maintaining good discipline. In this case good relationship between parents, teachers and pupils will increase hence help to strengthen the pupil's status at school and reduce the consequences of CP. This is supported by Margaret (2005) who argues that positive methods of discipline not only enhance classroom behavior but also facilitate learning.

The views on pupils' reaction were further solicited from parents. Five (71.43%) parents commented that, pupils became aggressive after being subjected to CP. The parents argued that, it was easy to notice that the pupils had been punished because they became very aggressive with ugly faces when they returned home from school. They looked depressed and dislike talking to anyone when they were assisting some domestic chores like cooking.

The remaining 2 (28.57%) parents said that, pupils reacted differently when they were subjected to corporal punishment. Some run away from school as a negative reaction against the punishment while other pupils reacted positively by accepting the punishment as a way of maintaining discipline when they commit different mistakes at school.

Based on the parents' views, the study noted that there was a need for parents to support teachers in using more positive methods of child upbringing so as to reduce the reactions of pupils to corporal punishment. This will make the pupils to feel happy and comfortable because it will improve their good morals and performance at school.

Furthermore, the findings from the educational officers revealed that students had different reactions during and after being subjected to CP which seemed to affect them and the school. This was revealed by 6 (60%) officers who said that, pupils used abusive language as a negative reaction to CP. This made the teachers to become angry and reacted negatively to the pupils. As a result teachers continue to use CP which consequently caused pupils to react and finally run away from school. Again, 3(30%) educational officers said that, pupils strike and refused to be subjected to CP. They strike by running away from school when teachers wanted to subject them to CP. Sometimes pupils hold the hand of the teacher to stop being punished them. This made teachers to become angry and start to use force which finally cause problems to pupils.

Another 2(10%) officers said that, after the implementation of CP, the punished pupils had a tendency of beating their classmates who laughed at them. This negative reaction of pupils created poor relationship among them and lack of cooperation. The officers were also with the opinion that, fighting among the pupils was a reaction against CP. The officers argued that, sometimes teachers were not fair when punishing pupils. They exercised it differently. They canned different number of

strokes to pupils who committed the same mistake. This created conflict between the teacher and pupils which finally led to fighting.

In conclusion, the study findings about the pupils' reactions to CP showed that, the punishment was ineffective in ensuring changes of behavior and discipline among pupils. Therefore there was a need for teachers and parents to understand CP as a serious threat to children's development which needs immediate measures to reduce its effects.

4.3 Effects of Corporal Punishment

The second research task was intended to investigate the extent to which corporal punishment (CP) was accepted and its effects to pupils of primary school.

4.3.1 Acceptance of Corporal Punishment in School

This research question was intended to explore the extent of acceptance of corporal punishment to pupils of primary schools. Most of teachers and students confirmed that CP was used in schools as a means of maintaining discipline. Through questionnaire and interviews, it was found out that CP is highly accepted to be used to pupils of primary school as seen below.

Four (40%) heads of schools including two Head Master's and two Head Mistresses were asked to provide their views on the use of CP at school where two of them said that the use of CP had been in schools for so long. Therefore CP is a part of school culture in Zanzibar which must be perpetuated so as to maintain a discipline. One of them was on the opinion that CP is easy and quick to apply therefore it must be used

at schools to pupils to instill good morals. Again, one head of school was on the opinion that CP should be used in molding good behavior of pupils because other methods of maintaining discipline beside CP were ineffective.

It was noted that corporal punishment is the only way of changing the improper behavior of primary pupils. This was supported by 2 (20%) District Educational Officers. The officers believed that students have the tendency of examining teachers' reactions through their intentional mistakes. So, in order for teachers to maintain their status and discipline; they are supposed to use corporal punishment.

Furthermore, corporal punishment should be maintained at school to ensure everything is on the right way including attendance of students, discipline and performance. This was the opinion of 2 (20%) educational officers from the Ministry of Education in Zanzibar. One of the officers insists his belief on CP where he explained that, even himself was a naughty student during his schooling at a certain primary school but when his parents and teachers decided to use CP, he changed all of his improper deeds and became a good boy who attended school every day, respected others and did the school works on time hence performed well at school.

Besides the acceptance of CP the findings revealed that, corporal punishment should not be used because it intended to create fear to students. This was an opinion of one director from the Ministry of Education. The Director insisted that, primary pupils needed much care, guidance and counseling to ensure their educational performance at school.

From the above point of views of educational officers, it seemed that most of the educational leaders have a belief that, CP is the only method of discipline which makes the child to have good discipline towards others. Also, the study noted that the educational leaders supported CP because most of the students nowadays dislike to study, so using CP will force the students to take care and respect their studies.

During the interview, fifteen teachers were asked to provide their opinions on the use of CP in schools. The study showed that 6 (40%) teachers were on the view that CP should be used in schools because it was necessary for maintaining discipline, CP should be reintroduced to deal with indiscipline in schools and in the absence of it discipline will be worse.

It was pointed out by three (20%) teachers that, corporal punishment should be used because in the absence of it the teacher had no authority over the pupils as it taught the learners to respect their teachers. It was believed by 2 (13.33%) teachers that, CP should be used in schools because it is the most effective way of maintaining discipline in schools and helped to build the character of pupils. Again, 2 (13%) teachers agreed the use of CP in schools because it helps to instill fear into children to enable them learn better.

Furthermore, two (13.33%) teachers who introduced themselves as class teachers agreed with the use of CP as the only way of maintaining and ensuring discipline in the classes. It was revealed by teachers that it was normal to have one or two students who misbehave in the class. Such students persuade others to engage in

improper behavior like fighting, beating others and using abusive language. So, due to this, teachers were using CP to instill good behaviors and morals.

Students were always committing unexpected behaviors which needed strong punishment. Punishment which could make the students not to repeat the mistake and made them to behave well was CP. Sometimes teachers tried their level best to counsel pupils and yet they miss behaved. The last option was to use corporal punishment. These were the reasons which make a standard seven teacher who introduced himself as a discipline master to agree with the use of CP to pupils of primary school. Furthermore, the findings showed that teachers were not prepared to maintain discipline in schools without the use of CP. This was due to the fact that most of them agreed that CP was necessary for maintaining discipline.

During the interview, seven parents were asked to provide their opinions on the use of CP in schools. The findings showed three (42.86%) parents supported the use of CP by saying that CP dealt with undisciplined students and when the children knew that CP was not allowed would misbehave. Another three (42.86%) parents accepted the use of CP by having a strong belief on it when they said that the discipline practices of using CP was not a new thing in Zanzibar as it was applied at home by parents and was deeply rooted in the tradition of their religion (Islamic) as a way of maintaining discipline to naughty children who disliked to follow instructions given by their parents.

Another parent who introduced himself as a retired teacher accepted the use of CP in schools by believing that CP taught the learners what was right if teachers did not

use it and what was wrong when teachers were using it against bad behaviors in schools. One parent did not say anything when required by the researcher to provide his views on the use of CP in schools. Therefore the opinions of parents showed that CP was accepted at home and therefore supported to be used in schools as a way to maintain good characters and morals to pupils who misbehaved.

Through questionnaire and interviews, 63 students were asked to provide their views on the use of CP in schools and the results were as follow; Fifty one (80.95%) students accepted the use of CP in a moderate way. These students argued that they deserved to be punished when they did mistakes but not in the way their teachers exercised it. The students said that, they feared some of their teachers because of the harsh punishment they exercised like unknown numbers of cane subjected to them, when they made mistakes. Other students complained that some teachers punished them in a moderate way with few numbers of strokes while others used harsh punishment for the same mistake.

It was further revealed that, the use of CP at school was against humanity .This was the opinion of eight (12.69%) students who claimed that, when they made some mistakes at home no one punished them, so even at school teachers should follow the way of their parents. Four (6.35%) students did not say anything when required by the researcher to provide their views on the use of CP in schools.

The opinions from most of the students showed that students were ready to be punished by their teachers when they made some mistakes but there should be specific regulations governing the way the punishment should be exercised. Such

regulations could define clearly the kind of punishment to each mistake committed by the students at school. The researcher thought that when the teachers defined the punishment to each mistake the probability of students to commit serious mistake would decrease and there would be less complaints from the students on the punishments exercised to them.

In conclusion, most of the respondents agreed on the use of CP at school. It is noted that CP has high degree of support from the culture and is accepted by most of Zanzibarians who are rooted in the Islamic culture which allow CP. The study also revealed that there was no specific regulations governing the exercise of CP that was why it was highly practiced, accepted and exercised differently both at home by parents and schools by teachers compared to European countries like UK where the government has restricted laws governing CP to children (Sweden, 1949).

4.3.2 Effects of Corporal Punishment to Pupils of Primary School

This research question aimed at examining the effects of corporal punishment (CP) to primary pupils. The data obtained revealed that CP had both positive and negative effects to pupils of primary schools as outlined below:

4.3.2.1 Negative Effects of Corporal Punishment to Pupils of Primary School

The findings revealed that, corporal punishment (CP) had a drawback on the behavior of pupils because of its negative effects in the following ways:

CP developed fear among the students. The study revealed that students did not feel comfortable with their teachers both in and outside the class due to severe punishments which they were subjected to as supported by 22 (34.92%) students.

Due to fear, students did not have peace of mind when they were in class with their teachers who always punished them. This made the students not to concentrate well on their works provided by their teachers like class and home works instead they thought about the punishment which would be subjected to them when they got wrong as one student lamented;

“Teachers in school are always looked as enemies when they come to class, they can give a punishment when you do not give a correct answer. This make us feel uncomfortable with the teachers due to the poor relationships”.

Corporal punishment has physical consequences. It was noted that pupils suffered physical injury as a result of CP such as broken bones, infections and physical illness. These physical consequences were painful to children themselves and costly to families. Injuries could affect children’s physical development and could have economic impacts on the entire community. The idea was supported by twelve(19.05%) students. A good example of physical consequence was witnessed when one student of standard five claimed that:

“Teachers beat us badly when we are late. My friend has scar on the buttocks and backbone which resulted from the teacher who hit her so hard”.

This showed that, corporal punishment led to negative effects to children rather than success. It did not help children to learn what was wrong with their behaviors because of the physical consequences like broken parts of the body. Very few students, 3 (4.76%) students were on the view that, corporal punishment made the

students to feel bad, shy and unhappy after being punished by their teachers in school. Students felt shy in front of their friends and feared losing friends as they felt humiliated and uncomfortable to face their friends. Sometimes students lost attention to studies, felt depressed, angry, let down, felt unsuccessful and scared. The study revealed that friendship between the punished students and unpunished students dropped day after day because the unpunished students sometimes refused to talk to the punished students hence resulted into the dropping of their friendship.

Also, corporal punishment resulted into disunity among the students. This was revealed by 5 (7.94%) students who lamented that, the prefects tend to be isolated by other students because they were the ones who submitted cases to the teachers who finally punished them. Due to that reason, the prefects were not allowed to join group discussions of their colleagues as one of standard seven students said;

“Due to the heavy punishment given by teachers caused by mercenaries of teachers (prefects), we have tended to isolate them to the extent of not allowing them to join our discussion groups”.

This showed that the behavior of solitary life among the students at Kisiwandui Primary resulted from the corporal punishment which the students were always subjected to in the school by teachers. Again, corporal punishment has led to development of destructive behavior to students at school. This involved the destruction of classroom properties like chairs, tables and books from the library. For example during the study it was found out that a lot of textbooks, chairs and tables

worth to 15 million shillings had been destroyed by students at different schools (MoEVT, 2010). The study has noted that corporal punishment had developed aggressive behavior to students. This bad behavior of destroying school properties if not checked could lead to a more distractive behavior.

Furthermore, during the interview fifteen teachers were asked to explain the negative effects of corporal punishment. Four (26.66%) teachers were on the opinion that CP had emotional and psychological consequences. When children were beaten, they often felt angry and ashamed at the same time humiliated. These teachers continued to say that when they forced children to tolerate injustice, teachers damage their sense of dignity and self-confidence. Children might stop trusting adults who repeatedly use CP to them. The study also revealed that teachers were using CP as an inherited punishment without considering its effects as one of the teachers said;

“I was beaten and I learned to behave better”.

The study noted that, negative experience of using corporal punishment could lead children to depression in their studies, thoughts of suicide and aggression towards others. Also, corporal punishment had behavioral consequences. This was due to the fact that impinge was an acceptable way of imposing their views on someone less powerful than themselves as 3 (20%) of the teachers claimed. This was revealed when teachers said;

“Good teachers are always in control of their students”.

This means that, teachers thought the only acceptable way of treating children was to exercise extra powers over them, controlled them and made them to comply with

teachers' wishes. The study showed that, teachers used CP as last resort without advising students or used other alternatives. This was revealed by one of teacher who said that;

“When nothing else works, a stick is necessary. I do beat. It is my duty to make sure children behave well. If I don't punish them, they will get out of control”.

Again, CP resulted into strong pain. This was pointed out by four (26.67%) teachers who argued that they have been told in their lives that learning occurs when associated with pain. The teachers continued to say that during their schooling they were taught to believe that without a threat of a stick, they would be lazy and would not exert the effort required to learn new things.

The study revealed that most of the teachers at Kisiwandui Primary School preferred the use of CP. The teachers have never been taught how to discipline students. They only punished the pupils in the way they were punished. They experienced problems of CP from pupils and yet they continue to exercise it as a traditional way of punishment.

Apart from teachers, during the interview seven parents were asked to give out the effects of CP. Most of them agreed to be practiced despite of the effects. Four (57.14%) parents believed that CP caused strong pain to pupils. These parents argued that, teachers exercised CP differently where some of them caused strong pain when punishing pupils. The same parents said CP lowers the children's self esteem by teaching them poor self-control and promoting negative expectations of themselves.

The view was supported by 2 (22.22%) parents that corporal punishment made children to be victims. The parents argued that there was a strong belief that people who were subjected to CP were made stronger and it prepared them for life. Today we know that CP does not make pupils stronger rather it makes them weaker as they fear their teachers hence lose interest on studies.

It is noted in the study that, corporal punishment interfered the learning process. This was due to the fact that teachers did not care the time of punishing the students. They could inflict punishment while teaching. Other teachers used corporal punishment as a technique of teaching as said by one parent. The parent further added that CP on children interfered with their intellectual, sensory and emotional development.

The study found out that many of the parents preferred teachers to continue using CP but at the minimum level in such a way that it should not affect the children's ability to learn. It was therefore thought by the researcher that parents strongly believe that without corporal punishment which inflicted pain to pupils there was no successful leaning. Thus teachers should be allowed to beat pupils in order to make them active when studying. Views on the negative effects of corporal punishment were further solicited from educational leaders including head of schools, educational officers and directors from the Ministry of Education in Zanzibar. Four (40%) officers presented their views concerning the effects of CP by outlining three effects as outlined below:

Firstly, CP made protection of the child to be difficult. This was because the practice of CP was tolerated by society members hence made the children to lose faith of protection from the society. Secondly, CP contributed to a society characterized by

submissive citizens where individuals had learned from their earliest years that being a victim is a natural phenomenon. Thirdly, CP increased the use of violence in the society and legitimized it in the eyes of the succeeding generations. Another two effects of corporal punishment were pointed by three (30%) officers. Firstly, CP promoted a double standard of life in the society. Thus, CP contributed to two categories of citizens which were children and adults where it would be possible and acceptable to assault children. Second, CP did not teach children to cooperate with the authority but it forced children to comply with the rules.

Also, three (30%) other educational officers provided their opinions on the effects of CP. Firstly; they said CP made children to feel lonely, sad and abandoned. Second, CP had developmental consequences. The officers argued that many children who experienced CP on a regular basis feared to try new thing. They felt ashamed of themselves due to regular humiliation. They needed more time to learn social and academic skills. Their performance at school deteriorated and their abilities to form healthy satisfying relationships were severely affected.

Thirdly, CP reduced the teacher-child relationship. The child's relationship with teachers could be damaged by CP because such punishment could encourage mistrust and hostility towards teachers. So, this would damage other aspects of teacher-child relationships and affected the trust and love on which all such relationships were based.

The study further noted that most of the educational officers preferred the use of CP in a moderate way where there must be clear regulations that govern teachers to

exercise them. Also, teachers should be trained with ways of counseling and punishing the pupils so as to reduce the effects of CP to pupils. Furthermore the study revealed that children who were punished physically were less likely to perform well in school and more likely to have classroom disciplinary problems.

In conclusion, the study found out that CP was more common in schools where most of the students, parents, educational leaders and teachers felt that teachers had the responsibility to control children and needed to beat children to teach them discipline hence disregarded the effects associated with the use of CP. It was further noted that, some teachers felt that they preferred CP to produce disciplined children who would perform well academically.

They supported this without thinking on alternatives that would help to reduce the effects of CP so as to create a good and conducive environment for better learning and success of the child. This is what has been pointed out by Magret (2005) who argues that, in an atmosphere free of abusing and demeaning acts and in an classroom characterized by positive mutual regard, teachers can maximize their effectiveness as teachers and students maximize their effectiveness as learners.

4.3.2.2 Positive Effects of Corporal Punishment to Pupils of Primary School

When in the field, it was revealed that CP had some advantages on the behavior of the students. Through interviews and questionnaire, it was found out that there were several positive effects of corporal punishment to primary pupils as out lined below:

Corporal punishment helped to maintain discipline among the students, since having a good discipline is a good indicator to success. It was found that most of the

students who were subjected to CP had been in good position to respect their teachers by doing what they were instructed by teachers in and out of the class. This was supported by 41 (65.08%) students. This had created good relationship among the students and resulted into the introduction of the discussion groups which had helped to improve students' performance as one of the students of standard seven said;

“Due to the respect among us, there is great cooperation among the students which has made those who cannot afford the studying materials like textbooks to have access through sharing and borrowing from each other hence made us to perform better”.

The findings showed that the respect of the students was due to fear of the CP which was inflicted to those who went against the school rules and regulations. Also, the study noted that corporal punishment led to positive contribution towards the behavior of pupils of primary school. Further, corporal punishment helped to maintain cleanliness and smartness among the students at school. Due to the punishment of eight strokes exercised in school, it was found that smartness and cleanliness among the students had been maintained because they had been made to put on uniform when in and outside the school. This had made the students found in the school to be smart as compared to students of any other school as supported by 14 (22.22%) pupils.

Furthermore, five (7.94%) pupils supported the idea that, classroom bad behavior had deteriorated and performance had improved due to the introduction of corporal

punishment in school. The same number of students were on the view that, the administration of corporal punishment made students to follow the regulations. Students claimed that going against the regulations in school resulted in CP. So, this made them not to go against the school regulations after being inflicted. The study has noted that, corporal punishment helped to ensure good educational development to pupils. This is due to the fact that, pupils were ready to work hard, respect teachers and follow the school regulations to avoid CP.

Apart from the students, teachers explained their views on positive effects where nine (60%) of them thought that, CP had developed the habit of hardworking among the students at school. This is because the students feared to get lower marks and grades in the weekly and monthly tests which could make them to be punished. A good example was pointed by one teacher who said;

“The number of students in standard five is 32 and 90% of them had never got marks below 50% in Mathematics test due to the fear of being punished by their teacher”.

Furthermore, the findings revealed that CP had helped to develop the self-esteem in some students at Kisiwandui Primary School which made them to work hard in order to achieve the highest grades. Corporal punishment led to the development of good morals and clear minds among the students. The study revealed that students tried as much as possible not to commit mistake like fighting and smoking because all of these mistakes were subjected to heavy punishment as agreed by six (40%) teachers. On the side of educational leaders including heads of schools, officers from the Ministry of Education and Directors of education, their views on positive effects

were different from that of pupils and teachers. Corporal punishment had helped to develop the habit of time consciousness and commitment among the students. This was due to the fact that most of the students of primary school did their class and home works on time and did not waste any time as they feared to be punished as said by 8 (80%) educational officers. CP made the students to utilize the time effectively because they did the right things at the right time like attending in classes, spending the break time properly and doing their activities that they were given by their teachers. This was supported by one of the educational officer who had been a primary teacher as he said:

“The fear of the punishment has led the students to keep time in each activity they do at school”.

Another two (20%) educational officers said the use of CP at school made students to become responsible citizen in the society. These leaders argued that, the use of CP made the pupils to care on what they were, told and taught by elders at school and at home hence ensured their commitment on whatever things they were doing. Views on the positive effects of corporal punishment were further solicited from seven parents. It is argued that CP helped to control children. These parents argued that, it was the duty of teachers to control children or to guide them on how to behave and learn from their mistakes. So, the use of CP threatened the students as they fear to be punished, but as soon as teachers remove the threat, the pupils were likely to repeat the original behavior as supported by five (71.43%) parents.

Also, corporal punishment helped pupils to learn right from wrong. Two (28.57%) parents argued that, they were beaten as children and it did them no harm. They

further said, it helped them to learn right from wrong, and it showed that, the adult who punished them love and cared for them. Generally, strong belief on CP by teachers, parents and educational leaders has failed the Ministry of Education and Vocational Training to change attitudes of school leadership towards CP. Therefore the researcher noted that, in Zanzibar CP has a high degree of acceptance, approval and is believed as the only disciplinary way that helped teachers at school and parents at home to change the behavior of naughty and misbehaved children.

4.4 Alternatives to Corporal Punishment

The third research task was intended to identify the alternative methods for promoting discipline and learning, and measures of reducing the effects of corporal punishment to pupils of primary school.

4.4.1 Alternative Methods of Maintaining Discipline and Learning to Pupils of Primary School

When in the field, the researcher found out that corporal punishment (CP) was a common punishment which was mostly used by teachers at Kisiwandui Primary School. The punishment needs to get alternatives because of having so many negative effects. Through questionnaire and interviews, it was found out that there were several alternative methods for maintaining discipline and learning as out lined below:

Sixty three students were asked about alternatives to be used. Their opinions vary in relation to the alternatives suggested. Guidance and counseling was mentioned by 39 (62%) pupils as a good alternative. This should be given to students in a kind

manner so that they can get proper information about the problems and mistakes that they commit at school. This could help to reduce the possibility of students to engage into problems like fighting at school.

The above idea was supported by two (28.57%) parents and two (20%) educational officers who insisted that guidance and counseling could direct the way learners should behave. It also helps to strengthen the child's human dignity and increase the respect between the children, teachers and parents so that no child would be subjected to CP. Further, guiding pupils who had conducted mistakes will make them aware of that mistake. In this case the pupils will learn through their mistakes hence provided an immediate response to indiscipline. The study noted that guidance and counseling helped the students to realize whether they had conducted a mistake or not. Also, it made the students to be alert not to make mistakes hence it helped to boost morale of students at school environment.

The findings revealed that 16 (26%) students were on the view that, students should be given appropriate and engaging activities like debates, writing essays, sports, drama, music and games. This was due to the fact that a child who was happily engaged to such activities would be less likely to misbehave as opposed to one who was constantly bored and had nothing interesting to do. Such activities like debates and essay writing helped to improve the students' language skills. Also, co-curricular activities like sports and games helped to unite the students by creating a friendly learning relationship hence making them to respect one another and reduced the possibility of conducting mistake like fighting, using abusive language and finally able to create an environment which is free from CP.

Few students, 8 (12%) said that, showing interest in child's activities and rewarding them was a best alternative. This enabled a child to have fun and feel appreciated. Also, rewarding a child who had good behavior make other students to behave like the rewarded student hence helped to improve the behavior among the students. The study has noted that showing interest to child's activities and rewarding the students who are well mannered helped to encourage the students to have good discipline as they would expect support and reward from their teachers hence made them feel happy all the time and reduced the possibility of conducting mistakes at school.

Suggestions on the alternative methods of punishment were also provided by teachers where 10 (66.66%) teachers had the opinion that, teachers should be given training which will help them in maintaining classroom control without resorting to violence or aggressive techniques like CP. The training should be given to them during the pre-service and in service training so as to increase the ability of teachers to employ behavior management techniques that promote pro-social classroom interactions among the students hence will promote positive learning environment which is free from CP. The idea was also supported by 2 (20%) officers who insisted that teachers should be trained on the techniques of managing pupils so as increase their ability to employ good and acceptable behaviors to pupils of primary school. Second, setting clear school regulations helped to reduce misbehaviors.

The study revealed that, training will help teachers to make appropriate changes by having proper classroom management skills of controlling and maintaining discipline to students. The training is important because majority of the teachers believed that without CP discipline cannot be maintained.

The findings showed 3(20%) teachers supported the idea that, having clear consistent rules involving students, parents and teachers in decision making about school issues which affect them was an alternative to CP. This was due to the fact that involvement of students, parents and teachers on school issues like development of school disciplinary rules and regulations can help to reach good consensus on which kind of punishment to be used at school.

Furthermore setting clear rules by involving parents, teachers and students will help students to know what kind of behavior is acceptable or unacceptable to their parents and teachers so as to make them aware of the consequences of their misconduct at school. This is supported by ANPPCAN Kenya (2005) who stated that setting clear consistent rules is alternatives methods where children should be made to know what kind of behavior is acceptable or unacceptable. The above idea agreed by two (20%) officers who said that clear regulations will explain what is supposed to be done and the limit. This would enable the pupils to be aware of what they should do as going beyond school regulations will be the source of them to be subjected to corporal punishment.

Furthermore, teachers should require students to write a statement describing the negative effects of their behavior or to apologize for the mistakes in front of their classmates. In this case students will learn through their mistakes since they are required to write a statement describing the effects of what they did. The information provided will make them regret hence make them unhappy. This will initiate the students to apologize for what they did and commit them not to repeat the mistake.

Apart from teachers, parents were also interviewed to provide their views in which 3 (42.86%) parents commented that teachers must be trained. They have to be trained on how to discipline students. In training, teachers should be equipped with different ways of punishing primary pupils like working in school garden instead of using CP. Also, the findings showed 2 (28.57%) parents suggested that, to set a good example or set good role model is a good alternative where parents and teachers should behave in a good manner in such a way that their children would imitate from them hence would behave well and reduce the chance of conducting a mistake.

The study revealed that parents and teachers should not expect children to grow up differently from what they see around them. This means that children will grow and behave as their teachers and parents, where if parents and teachers misbehave also the children will grow with bad habit but when teachers and parents behave well by valuing and respecting each other, the children will also be like them.

Views on the alternatives to corporal punishment were further solicited from educational officers where 3(30%) of them were with the opinion that parents should be involved in school programmes by encouraging them to attend school meetings. In this case they will be told about their children's behavior at school hence to be in a better position to advise their children to have good manner and behave well at school. Involving parents in school programmes will help to develop good people who will benefit the society as they will be focused on constructive and development issues like education.

Another three (30%) educational officers said that, there was a need to create an environment which will demonstrate that students are valued, respected and

understood. The emphasis should be on positive educational exchange between teachers and students. In this case students would value and respect their teachers all the time hence would be difficult for them to conduct mistakes since they know that, their teachers valued and respect them.

Generally, the study noted that giving alternatives to CP is very important because it deliberately support the child development into desirable and accepted behaviors. Also, the researcher revealed that without alternatives the campaign for total ban of CP in Zanzibar Primary Schools will fail because providing alternatives will help to create a friendly environment, promote social and cognitive ability to students and ensured good discipline.

4.4.2 Measures to be taken to Reduce the Effects of Corporal Punishment

This research question was intended to explore the measures to be taken to reduce the effects of corporal punishment. Through questionnaire and interviews the study findings revealed the following measures:

It was suggested by 31(49.21%) pupils that teachers should be educated on how to punish pupils, manage the class and discipline at school which will help to create conducive learning environment. This can ensure acceptable behavior of pupils at school hence help to control them in engaging in unwanted behaviors. They further claimed that there should be a trained discipline teacher at school, one who will be able to exercise punishment in relation to the kind of mistake committed by pupils. This will educate pupils on what is supposed to be done and what not. The teachers should know how to counsel pupils before giving them punishment at the same time to understand CP to be a threat to children.

The above idea was also pointed out by 10 (66.67%) teachers, 3 (30%) officers and one parent who argued that, teachers were not trained on how to discipline pupils. This made them to exercise it differently while implementing it in relation to the age, sex and health of the pupils. So, there was a need to train them to reduce the conflicts and effects of CP rooted from the way teachers exercised the punishment. They insisted that if there are no trained discipline teachers CP should be exercised by head of school. The head of school in his direction may himself administer CP or delegate his authority in writing to all or any member of his staff provided that the member or staff authorized may only act with the head of school on each occasion when CP is administered. This will help to avoid every teacher in schools to exercise CP hence minimize the effects.

Further, teachers were highly advised to rely on more positive methods of punishment which were free from torture to pupils. This was pointed out by 13 (20%) pupils who argued that, positive methods of discipline like guidance and counseling ensured the dignity of pupils at school hence helped to control pupils' misbehaviors. Meanwhile, 19 (30%) students supported the idea that, pupils should be punished by teachers of their respective gender where female pupils should receive CP from female teachers. Where there is no female teacher at school, the head of school may authorize in writing a male teacher to administer CP or even the head himself so as to reduce the effects of CP exercised by male teachers to female pupils.

From the above pupils' views, the study noted that, most of the pupils accepted the practice of CP at school but they complained on how the teachers exercised the punishment. They thought that different styles of exercising CP led into effects

which needed to be solved. Further, CP should be administered only on serious breaches of school discipline or for serious offences committed inside or outside the school. This will limit teachers in using CP to every mistake hence to rely on other methods of promoting discipline like counseling which will finally release pupils' effects from punishment.

On the basis of teachers' views, the study noted that, the effects of CP were well known among teachers and could be avoided by training them on how to discipline the pupils of primary schools. Also, teachers needed support from the society on using more positive methods of child upbringing. The views on the measures to be taken to reduce the effects of CP were also provided by parents where 4 (57.14%) of them said that, CP should not be exercised by the teacher who witnessed the offence of the pupil. It was revealed that, most of time such teachers exercised the punishment when they were very angry. In this case the teachers might cause problems to pupils when forced to resort to CP when angry.

Again, two (28.57%) parents agreed with the idea that, there is need of reducing the stress of work on teachers. It included giving them better wages and allowances. This will help to reduce teachers' stress and anger when working and punishing pupils hence motivate them and create friendly learning environment which had no physical harm. Apart from pupils, teachers and parents views, educational officers were also interviewed where four (40%) of them said that there should be a regulations governing CP. The regulation should show how, who and at what circumstances should pupils be subjected to CP. Also, the regulation should indicate the minimum

and maximum number of strokes an individual pupil could be subjected to in relation to the kind of mistakes committed. This will alert teachers in using CP.

Other 3 (30%) officers were on the view that, schools should set clear rules and regulations on CP. This will show how the students are supposed to behave and what they are not supposed to do at school. In this situation the pupils will behave in a good way by clearly knowing that going beyond with the school rules and regulations may cause him or her to be subjected CP.

Generally, the study noted that, having different measures aimed at minimizing the effects of CP is an important issue to be taken into account among teachers and parents. This is because the study revealed that CP does not teach a child on how to behave properly. CP has temporary change on behavior and it may even make it worse. Not only does it reinforce some problems on behavior, but also it teaches a child that physical force is the way to resolve conflicts. This is also argued by UNICEF (2007) which stated that discipline is necessary, children misbehave and teachers are needed to use a method that will be not only efficient but will also free from harm, torture and respect the rights of the individuals.

4.5 Discussion

The use of corporal punishment (CP) to primary pupils is controversial among the people. Many of them believed that physical punishment when used appropriately can be an effective form of discipline. Also; others believed that when CP is used will result into unwanted behavioral outcomes.

The issue of banning CP to primary pupils is still contested because its continuous use at schools resulted into many questions and thoughts among peoples and scholars who had different opinions about CP. There are on-going debates in the media, staffrooms and governing bodies about the use of corporal punishment. Different scholars had provided their views about CP. The following are the arguments from different scholars about the kinds of CP to be used at school to pupils of primary school.

The research findings revealed that CP was a common punishment exercised by teachers at Kisiwandui primary school. This made the researcher noted that CP was accepted by teachers and the society as the only way of maintaining discipline at school. On the other hand, the findings revealed that there were other disciplinary methods like warning the students, guidance and counseling the child which could help to reduce the misbehaviors.

Mwamwenda (1989) agreed that there is a great need to control and guide the behavior of a learner since he or she cannot clearly distinguish between what is right and wrong. The question of how to control the behavior and the mechanism to be employed raises a very strong argument. Some people argued in favor of CP while others argued for its banning. Those who argued on its favor said it was “easy to use” while some say that it was the only language the learners understand.

Steve, Graham and Eddy (2000) supported CP to be used at school because the punishment discourages the bad behaviors of learners. They consider CP as a method of gradual shaping of behavior of individuals by reinforcing each step that moves a

person closer to the desired response. These arguments indicate that CP was the best method of changing learners' behaviors and was supported to be used by teachers so as to encourage the learning process.

David (2002) argued that CP should not be used at schools instead teachers should use alternatives ways like warning, guidance and counseling in maintaining the discipline of students. He continued to argue that CP is not justified because it was sometimes used routinely, unreasonably and unfairly which did not lead to any change. He further claimed that there were plenty examples of individuals who were not subjected to CP at school and had become successful adults with good discipline. On the other hand there were some individuals who were subjected to CP but failed to fulfill their potentials in their lives.

The above arguments showed that learners could be disciplined without using CP and it is evident that teachers of Kisiwandui Primary School are not able to discipline students through other means than CP. So, there is a need for teachers to be trained on alternative methods of punishment. Again, Mwamwenda (1989) argued that the use of CP causes improper behavior where there has been gross misbehavior involving unbridled disrespect for school regulations. He continued to argue that students need to be subjected to painful stimulus due to undesirable behaviors.

The argument is supported by other scholars including Donel (1998), Robbins and Montlata (1993) who believed on the practice of CP and its extinction at school. These scholars believed that CP shaped the learners' behaviors. When students are aware of CP they become alert and obedient to their teachers and do what they are

supposed to do at the right time. This is contrary to section 28(1)(d) of the Bills of Rights which states that, every child has a right to be protected from maltreatment, abuse or degradation. This is why there is a call for an end of CP in schools. (Save the children, 2000).

Also, Edward (1995) supported the above Bills when he argued that CP should be banned and apply disciplinary actions to learners as corrective measures to bad behaviors. Such actions are like command the pupils to pay attention to what is going on, ignore the misbehavior and praise the positive behavior, and give the pupil a long hard look to show that you are not pleased with what he or she is doing. These can help to improve the learners discipline at school.

The above arguments from scholars indicate that the legitimacy of using CP to primary pupils is still a debatable issue to teaching profession. This is due to the fact that CP has got advantages on the side of learners including shaping of their behaviors and having good commitment in doing their works. On the other side CP has got harms to learners like destruction of students autonomy, creates fears among the students to their teachers and broken of the body parts like the arms and fingers. Therefore, it is argued that since CP has got advantages to learners, it should be used only to naughty learners and there is a need for teachers to put more emphasis on the alternative methods of punishment which are not harmful to the learners.

Several arguments for and against CP in relation to the effects associated with the use of it to primary pupils were pointed out. The research findings revealed that

many of the respondents including students, teachers, educational leaders and parents believed that CP is a best method of promoting discipline to students despite of the negative effects like broken of body parts, poor relation between teachers and students, and development of conflicts.

The findings noted that, the continuous use of CP has got more ills than returns. Students are scared of teachers who use CP hence poor socialization of students and their teachers. Also, it hinders students' freedom of expression on personal or academic issues as a result it contributes to poor performance of students in their studies. On the other hand, it was found that CP ensured discipline among the students hence helped to shape the pupils from bad and unpleasant deeds to good and targeted behaviors.

The views are supported and rejected by different scholars as; Sonesson and Smith (2005) reported that CP is a necessary part of upbringing child's good behavior and educational success, believing that children learn from smacking and beating. If they are not smacked or beaten, some values will not be acquired. Such values are like respect parents and teachers, sense of right and wrong, compliance to rules and hard work, thus, without CP, children will be spoilt and in disciplined.

Porteus et.al (2001) rejected such arguments. They said that CP does not stop indiscipline because the same learners are being beaten for the same offences over and over again. Also, CP does not impact on everyone in the same way, so it is unfair to assume that beatings can determine the same out comes to every child. Again, Stewart (2002) with the same vein argues that there is no clear evidence that CP

leads to better control in the classroom, enhances moral character development in children or increase students' respect for teachers or other authority figures. This is because CP does not instruct a child in correct behaviors and without the replacement behavior being taught, nothing of inappropriate behavior will take place. On the basis of the findings it had been noted that it was wrong to think that the use of CP in schools was totally inappropriate and should be solely blamed for all the wrongs with relation to learner's discipline. In some instances CP yielded positive results as far as the improvement of discipline was concerned.

Again, Mwamwenda (1989) believed that, using CP is not child abuse if it is only used as a last resort. Mwamwenda continued to argue that although teachers do not endorse frequent use of CP, they believe it would be naive to say that it has no place in the maintenance of discipline because it can be used as a last resort to children who do not respond to other methods. This can facilitate learning and it may, in fact, be the only kind of treatment that will produce satisfactory behavior in some instances. Therefore CP can be used to discourage bad behavior and encourage good work.

Porteus (2001) challenged the above arguments by arguing that there is evidence that CP is not used merely as a last resort but is inflicted regularly. He continue to argue that if CP is regarded as a last resort, it may lead learners to consider other positive forms of discipline as unimportant and so resolved to be ineffective. On the basis of the present research findings, it had been proved that classrooms with fewest behavioral problems are run by teachers who are committed to non-violent ways of

discipline and child centered approaches compared to classrooms where CP is highly applied by teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations on the use of CP in primary school. Also, included in this chapter are suggestions for further research.

5.2 Summary of the Study

The study aimed at investigating the corporal punishment (CP) in Zanzibar primary schools particularly Kisiwandui Primary School. The study employed three basic research tasks to meet objectives of the study. These were kinds of CP exercised by teachers at school, effects of CP to primary pupils and the alternative ways of promoting discipline and learning in Zanzibar Primary School.

The reviewed theoretical and empirical studies from developed and developing countries indicated that canning, hands up punishment, foot whipping, tawse, spanking, belting, touching and pulling the ears, working in the school garden and cleaning the school environment were the kinds of punishment exercised in schools. The literature review revealed the effects of CP to students such as physical body damage, fear, stress, violence to learners, anxiety, drug use and discouraging the students cognitive ability of thinking, doing things and making decision.

Again, the literature revealed that setting clear consistent rules at school, providing extracurricular activities, showing interest in child's activities, talking and using words instead of actions were the alternative methods of promoting discipline and learning at school. It was further revealed in the literature that, physical punishment of children led to less internalization of moral norms, more physical, verbal aggression and physical fighting. Thus, the more physical punishment the child receives the more disobedient the child becomes. Also, the literature showed that people who were more likely to use physical punishment on children had themselves been on the receiving end of physical punishment when they were children.

Furthermore, the literature showed that, the act of CP itself is different across countries and it varies in how frequently is used, how forcefully administered and how emotionally aroused. Each of these qualities determines the outcomes. This made scholars to differ. Some agreed its use as the only disciplinary way for shaping pupils' behavior while others doubted its use. Their doubts rely on the fact that, CP does not teach children the appropriate behavior instead, it breaches the fundamental human rights of child. It is also found to be a threat to the health development and welfare of children as an ineffective form of discipline. The methodology section described the area of the study, the sample and sampling techniques. The sample comprised 95 respondents including students, teachers, educational leaders and parents and the data were collected by using questionnaires, interview and documentary review.

5.3 Findings and Conclusions

The findings of the study were presented in accordance with the research tasks namely, types of corporal punishment, effects of corporal punishment and alternative methods for promoting discipline in learning. With respect to the task number one, the study tried to identify types of corporal punishment exercised by teachers in Kisiwandui Primary School. It was found out that several types of punishment were exercised. These were such as; canning, working in the school garden, hands up punishment, spanking, tawse, catching and pulling ears while moving and moving up and down. These punishments were subjected to students when they committed mistakes like lateness, truancy, absenteeism, poor commitment of doing school work provided by teachers, fighting, failure to answer questions asked by teachers in the class and poor discipline.

In addition to this, head teachers, deputy head teachers, teachers on duty, class teachers and subject teachers are the people who administer CP to pupils at school. Therefore it can be said that teachers were not well trained in applying CP and there was poor understanding on how to exercise CP among teachers hence most of them experienced a lot of challenges when using it and students experienced problems when their teachers administered CP to them.

In accordance with task number two, the study revealed that fear, physical consequences like damage of body parts, Feeling bad and unhappy, lack of unity among the students, development of destructive behaviors, emotional and psychological consequences, behavioral consequences, pain, decreases children's self esteem, interference of learning process, increasing of submissive citizens and

breaking of teacher child relationship were the negative effects of CP. Also changing of behaviors, hardworking, improvement on cleanness and smartness, development of good morals, good commitment to pupils and proper utilization of time are the positive effects of CP to pupils of Kisiwandui Primary School. Therefore it can be said that, there was a need to involve learners in drawing up the code of conduct and design types of punishments to be used to discourage wrongdoing and misconduct at school so as to reduce the negative effects associated with the use of CP to pupils of Kisiwandui Primary School.

With regard to task number three, the study revealed several alternatives to CP. These were guidance and counseling, setting clear consistent rules and writing of statements, explaining the mistakes, involving parents in school programmes, creation of conducive learning environment, provision of extracurricular activities, training teachers on alternative methods, being role model and showing interests on child's activities. Therefore it can be said that, the staff members of Kisiwandui Primary School were not aware of alternative methods for promoting discipline and learning that was why most of the teachers relied only on CP.

In conclusion, the study found that, CP was a persistent practice at Kisiwandui Primary School. More important was the fact that persistent use of CP stems from support and belief of teachers, parents and educational leaders as a good way to discipline children. Therefore the researcher thought that CP policy should be enacted to guide implementation, teachers, parents and society at large should be

educated on the identified harmful effects of CP and the available alternative methods for promoting discipline and learning.

5.4 Recommendations

Based on the findings of the study recommendations are given according to the research tasks

5.4.1 Punishments Exercised in Zanzibar Primary Schools

It is recommended that:

- (i) The department of Education in Zanzibar should organize workshops and meetings to capacitate teachers on the management of discipline in primary schools.
- (ii) Teachers should be educated on the use of alternative methods of discipline, with an emphasis on employing evidence-based behavior and other techniques so as to maintain control of the discipline to pupils at school.
- (iii) Extracurricular activities should instead be used as part of punishment.
- (iv) The students should first be given warning before been punished.

5.4.2 Effects of Corporal Punishment

It is recommended that:

- (i) Counseling programs for teachers staffed by professionally trained persons should be established.
- (ii) Corporal punishment should be administered by specific disciplined and trained teachers.

- (iii) There must be a limit on the number of strokes administered to pupils.
- (iv) Corporal punishment must be reasonable and regard the gravity of the offence, age, sex and health of pupil.

5.4.3 Alternative Methods for Promoting Discipline

It is recommended that:

- (i) Teacher trainers should ensure that while undergoing training the student teachers are equipped with alternative methods of discipline and how to exercise it.
- (ii) Parents and society at large should be educated on the harms of CP and on which punishment is better for promoting discipline in schools.

5.4.4 Suggestions for Further Studies

The study aimed at examining the corporal punishment in Zanzibar Primary Schools. There were issues that have raised questions that need to be resolved, which means conducting further research. Some of the related issues which need further research were the followings:

- (i) The study was conducted in a confined small area which was Kisiwandui Primary School. It is recommended that similar study be conducted in a wider area of the Island of Zanzibar so as to get a clear picture on the kinds of corporal punishments exercised by teachers at schools and their effects to the learners.

- (ii) A study to be conducted to see students' reactions toward CP and how it affects their performance.

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APPENDICES

Appendix I: Participation Consent

You are requested to give your consent to participate into a study that aims at examining the Corporal Punishment in Zanzibar Primary Schools. Your participation is due to the fact that you are among the stakeholders and thus a potential respondent in this study. You are requested to respond honestly to the few questions, on your knowledge, experience and opinion.

Confidentiality.

The information gathered will be treated with confidentiality in such that only the researcher will access the given information in their raw form. In any way, the given information will not be linked to your individual name during report writing.

Benefits.

There is no direct benefit for your participation in this study. However, your information and views will contribute to better understanding of Corporal Punishment in Zanzibar Primary Schools.

Participation into the study is voluntary. You have the right to decline to participate or to withdraw from the study at any point of the interview without saying the reason for your withdrawal. If you agree to participate into the study, please give your signature.

Signature of the respondent Date.....

Signature of the interviewer Date.....

Appendix II: Questionnaire for the Students

1. Name of the school
 (a) Age
 (b) Sex.....
2. Which kinds of corporal punishment are subjected to students in your school?

3. What makes the child to be punished?

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4. Does corporal punishment help to change a child character?

(a) Yes (b) No

Explain your answer

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5. What is the reaction of a student after being punishment?

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6. What are your views to continue use or abandon corporal punishment?

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7. What are the effects of corporal punishment?

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8. Who exercise punishment in your school?

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Appendix III: Interview Questions for Teachers and Educational Leaders

1. What are your views towards corporal Punishment?
2. What kind of corporal punishments are exercised in school?
3. Is corporal punishment applied at homes?
4. What are the positive effects of corporal punishment?
5. What are the negative effects of corporal punishment?
6. What are your views on the use of corporal punishment in schools?
7. What alternative punishments to corporal punishment which can be used in schools?
8. What makes a child to be punished?

Appendix IV: Interview Questions for Parents

1. What are your views towards corporal punishment?
2. What kinds of corporal punishment are used in your school?
3. Is corporal punishment applied at home?
4. What are the positive effects of corporal punishment?
5. What are the negative effects of corporal punishment?
6. What are your views on the use of CP at School?
7. What alternative punishments to CP which can be used in schools?
8. What makes a child to be punished?

Appendix V: Interview Questions for Students

1. What is your attitude towards CP?
2. What are the kinds of CP used?
3. Is CP applied at home?
4. What are the positive effects of CP?
5. What are the negative effects of CP?
6. What alternative punishments to CP which can be used in schools?
7. What are your views on the use of CP at school?
8. What make a child to be punished?

